REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1882.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED BY ALEX. THOM & CO., 87, 88, & 89, ABBEY-STREET,
THE QUEEN'S PRINTING OFFICE.
FOR HER MAJESTY'S STATIONERY OFFICE.

1883.

[C.—3580.] *Price 4d.*

CONTENTS.

REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1882.

TO HIS EXCELLENCY EARL SPENCER, K.G.,

LORD LIEUTENANT GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland), submit to your Excellency this our fourth Report.

The number of students who presented themselves for examination in 1882 was:— See Table I.

Boys.	Girls.	Total.
5,153	1,461	6,614

in the three previous years the numbers were:—

	Boys.	Girls.	Total.
in 1881, . .	5,147	1,805	6,952
in 1880, . .	4,114	1,447	5,561
in 1879, . .	3,218	736	3,954

The examinations, which commenced on 19th June and extended over ten days, were held at 171 centres, in 66 different localities. One hundred and twenty-nine gentlemen and forty-six ladies were employed as Centre Superintendents, being an average of one Superintendent to every 40 boys and 32 girls, respectively. See Tables II. and III.

The number of students who passed the Examinations was:— See Tables IV. and VII.

Boys, ...	2,983
Girls, ...	1,017
Total, . .	4,000

being, in the case of boys, 57·8 *per cent.*; in the case of girls, 69·6 *per cent.*, and in the aggregate, 60·4 *per cent.*, of those examined.

The aggregate percentages of those examined who passed in former years were as follows:—

1879, . . .	59 per cent.
1880, . . .	72 „
1881, . . .	67 „

See Table V. The number of students who were awarded Exhibitions and prizes in money was:—

Boys, ...	129
Girls, ...	49
Total, . . .	178

See Table VI. The number of students who were awarded prizes in books was—

Boys, ...	584
Girls, ...	186
Total, . . .	770

From an examination of the above figures it will be seen that the progressive increase in the number of students presenting themselves for examination in each year, from 1879 to 1881, has not been maintained in the year 1882, the total number of those who presented being less by 338 than in 1881.

This decrease is entirely due to the falling off in the number of girls candidates by 344, while the number of boys candidates was but 6 in excess of the number in 1881.

As we have no reason to believe that the maximum number of candidates has been yet attained, we must look to some other cause to account for this sensible decline.

We believe that we are correct in expressing our opinion that this falling off is mainly to be attributed to the reductions in the amount of Exhibitions and Prizes, and in the scale of Results Fees, which the financial position of the Board at the end of 1881 obliged them to announce in the Rules for 1882.

In our Report for 1881, page 8, it was stated:—

"We have felt ourselves compelled to submit to Your Excellency a proposal, which has been approved by you, to diminish by one-half the scale of Results Fees for that year, and to reduce the Exhibitions in the Junior and Middle Grades and prizes in the Senior Grade from £20, £30, and £50 to £15, £25, and £40 respectively, at the same time reducing the number of Exhibitions and Prizes awardable by one-third.

"It cannot be doubted that the reductions which we have been compelled to announce in the amounts of Exhibitions and Prizes, and the possibility of still further reductions, unless the funds at our disposal be largely augmented by Parliament, will damp the ardour not only of those students who intend to present themselves at the next Examination, but also of the large and increasing

body of younger students who look forward to competition in some future year. There is every reason to think that in the case of boys, and still more in the case of girls, the maximum number of competitors has not yet been approached.

"The very serious reduction in the scale of Results Fees will unquestionably discourage and possibly embarrass those managers of schools, who, on the faith of the scale laid down in the Schedule to the Intermediate Education Act, have incurred considerable outlay in providing not only an enlarged and more efficient staff, but also educational appliances to meet the requirements of the Intermediate programme; for this programme introduced into the curricula of Irish schools, and encouraged the teaching of, several subjects hitherto not generally included in a school education."

We believe that the anticipations expressed in the above extract have been realized, not only by the absence of an increase, which might naturally have been expected in the number of both boys and girls, but even more distinctly by the marked falling off in the case of the latter.

The very noticeable diminution in the number of girls presenting themselves for examination, would seem to indicate that the reductions which were forced upon the Board have pressed with special severity on girls' schools. As such schools are without assistance from the State, the Results Fees, on the original scale, were a very valuable aid in enabling managers to provide the superior class of teachers, and the improved educational appliances, absolutely necessary to enable them to avail themselves of the advantages of the Intermediate Education Act.

Moreover, as the number of subjects in which girls, as a rule, present themselves for examination, and by passing earn Results Fees for their schools, is smaller than in those of boys, the total possible fees payable to any one school would be *ceteris paribus* considerably less in the former than in the latter class of educational establishments. The reduction of those fees to one half of their original amount must have specially affected the efficiency of girls' schools, and discouraged the heads of such schools from undertaking the preparation of candidates for examinations of so comprehensive and exact a character as those prescribed by us.

Finance.

The Balance Sheet of the Board for the year 1881, showed a debtor balance of about £6,590; the liabilities being mainly on account of a moiety of the Results Fees of the year. See Table VIII.

In order to discharge this liability the Board decided to apply to Parliament for power to enable them to sell out the surplus income of the years 1879 and 1880, which, in accordance with the Intermediate Education Act of 1878, had been invested in Government securities.

On 13th June, 1882, a Bill was introduced into the House of Lords by Lord O'Hagan to amend the Act of 1878, so that the

surplus in the two years mentioned might be applied to clear off the deficit of the year 1881, and, generally, to provide that, in future, surpluses might be applied to clear off deficits.

The Bill having passed in both Houses of Parliament received the Royal Assent on the 18th August, and immediately afterwards paying orders were issued to discharge the liabilities above referred to.

By the reduction in the scale of Results Fee and in the amount of Exhibitions and Prizes as announced in the Rules for 1882, and by retrenchments in the expenses of Administration, the Board are enabled to close their accounts, to the end of the year, with a balance in their favour of upwards of £3,000.

State of Education as indicated by Reports of Examiners, 1882.

The minimum qualification for a pass at the Examinations in 1882, is stated in the following rule:—

"10. No student shall obtain credit for the Examination generally, or be awarded any exhibition, prize, or certificate at any Examination; nor shall his name be published in the Schedule of Results, unless he pass in at least two subjects, of which one shall be Greek, Latin, English, or Mathematics."—*Rules of Examinations*, 1882, *p.* 7.

As we have above stated, 60·4 per cent. in the aggregate, of those examined, passed the Examination.

This percentage of passes cannot be regarded as satisfactory for students between the ages of sixteen and eighteen, the maximum limits of ages fixed by the Act for the Junior and Senior grades. But the fact is that a very large number of the candidates in the Junior Grade are considerably under sixteen years of age, and many boys and girls present themselves for examination who are not warranted to do so by their educational attainments. Several Examiners in their reports allude to this practice, which has the effect of reducing the aggregate percentage of passes to a figure not truly representing the educational standard of the candidates of the prescribed ages.

The reports of the Examiners, extracts from which are given in Appendix VI., may be summarized as follows:—

Greek.

The answering in the Junior Grade, especially in Grammar and Composition, was unsatisfactory; the Middle Grade candidates were better prepared, while the answering on one of the papers in the Senior Grade is described as brilliant in many cases. Composition, however, was a weak point in all grades.

Latin.

The answering was unsatisfactory in the Junior Grade; the Middle and Senior Grade students were much better prepared. The Composition, except in Senior Grade, was poor; Prosody appeared to be neglected; the attempts at translating unseen passages in the Junior and Middle Grades, were, as

a rule, feeble; and in the Junior Grade, construing, as opposed to consecutive translation, appeared unfamiliar to many of the candidates.

English.

The answering in English was of a much more satisfactory character than that in Greek and Latin.

The Examiners bear testimony to the general excellence of the handwriting and the orthography of the candidates. They complain, however, of a very general deficiency in punctuation. The text-books were well studied, but parsing and paraphrasing extracts from the prescribed books were unsatisfactory.

The compositions, on the whole, were of fair average merit.

The Historical questions were generally well answered, but the Geographical were not well done, and in the Junior Grade few candidates showed anything more than a superficial acquaintance with the geography of Ireland.

French.

Of the four Modern Languages in which candidates may present themselves for examination, French alone appears to be studied to any considerable extent in Ireland. Nearly 4,000 candidates were examined in this language, and the Examiners report very favourably on the answering in all grades. The girls, as a rule, exhibited greater proficiency than the boys. The translation of English into French was the least satisfactory portion of the candidates' work.

German.

The answering in German was satisfactory. The girls were superior to the boys in the Junior and Middle Grades.

370 candidates in all presented themselves for examination.

Italian.

On the whole, the result of the examination was satisfactory, and showed an improvement on that of last year. The girls generally did their work better than the boys. Only 171 candidates presented themselves for examination in Italian.

Celtic.

Only 121 candidates presented themselves for examination, and of these 68—56 per cent.—failed to pass; the great majority of those who passed, passed well, two-thirds (35 out of 53) scoring honor marks.

Music.

The answering, on the whole, was fairly satisfactory in the case of the girls; the Examiners complain that the boys were badly prepared.

Arithmetic.

JUNIOR GRADE—BOYS.

The answering was fair, but there is still room for improvement. In neatness and method the work was most satisfactory, but it was deficient in accuracy.

JUNIOR GRADE—GIRLS.

The answering was better than that of last year, and the reasoning in the answers showed much more intelligence. The answering in least common multiple, compound proportion, and vulgar fractions was defective.

MIDDLE GRADE—BOYS AND GIRLS.

The reasoning was very good, and the answering in the several rules showed much improvement on that of last year.

Book-keeping.

The answering generally was not satisfactory. A considerable number of candidates showed a practical knowledge of the subject, and the neatness of their work was commendable. The subject, however, does not appear to obtain from teachers the attention which its importance deserves.

Euclid.

ALL GRADES.

The answering was on the whole satisfactory. There is much room for improvement in the mode of answering—by the avoidance of useless repetition, and the adoption of greater conciseness in demonstration. The working of problems was defective.

Algebra.

JUNIOR GRADE—BOYS.

The answering was on the whole indifferent. Several students presented themselves in the subject who were absolutely ignorant of it. The answering of those who passed was good and in many cases of a high order of merit.

JUNIOR GRADE—GIRLS; and MIDDLE GRADE—BOYS and GIRLS.

The per-centage of failures was less than that of last year. In some cases the answering was of a high order, and in a few, full marks were obtained.

Mathematics.

SENIOR GRADE.

The answering in Geometry, Algebra, and Trigonometry was satisfactory, and manifests a decided progress within the last few years in the Mathematical teaching in Intermediate Schools In Mechanics several answered satisfactorily, but the answering generally was not good.

Natural Philosophy.

ALL GRADES.

The answering was fairly satisfactory, and shows that considerable progress has been made in the study of the subject in Intermediate Schools, but the answering in several cases proves that, in some of them, Natural Philosophy is taught merely from books without the illustration of the principles by experiment.

Chemistry.

ALL GRADES.

The answering showed a marked improvement in character over that of last year—especially in the Junior Grade.

Botany and Animal Physiology.

The answering was satisfactory.

Drawing.

The performance of the students in the several branches of this subject was on the whole satisfactory. The answering in Perspective was not so satisfactory as that in Geometrical Drawing. In free hand drawing—Junior and Middle Grades—the gross percentage of the girls' answering exceeded that of the boys.

TABLE I.—Showing the number of Students who presented themselves for Examination in the years 1879, 1880, 1881, and 1882.

—	Junior Grade.				Middle Grade.			
	1879.	1880.	1881.	1882.	1870.	1880.	1881.	1882.
Boys—of the prescribed age, under Rule 5, . .	1,970	2,785	3,813	3,870	550	881	791	790
Do., Over-age, . .	184	144	94	101	132	92	47	36
Total, . . .	2,163	2,929	3,907	3,971	682	773	838	826
Girls—of the prescribed age, under Rule 5, . .	481	970	1,319	1,018	111	251	295	297
Do., Over-age, . .	60	60	30	13	45	47	23	8
Total. . . .	521	1,030	1,349	1,031	156	298	318	305
Gross Total, . .	2,684	3,959	5,256	5,002	838	1,071	1,156	1,131

—	Senior Grade.				Total.			
	1879.	1880.	1881.	1882.	1879.	1880.	1881.	1882.
Boys—of the prescribed age, under Rule 5, . .	273	313	368	339	2,802	3,779	4,967	4,999
Do., Over-age, . .	100	99	80	17	416	335	180	154
Total, . . .	373	412	402	356	3,218	4,114	5,147	5,153
Girls—of the prescribed age, under Rule 5, . .	49	87	131	121	621	1,308	1,745	1,436
Do., Over-age, . .	10	32	7	4	115	139	60	25
Total, . . .	59	119	138	125	736	1,447	1,805	1,461
Gross Total, . .	432	531	540	481	3,954	5,561	6,952	6,614

TABLE II.—Showing the NUMBER of STUDENTS who presented themselves for Examination at the various Centres in 1882.

BOYS.

No. of Centre.	Centre.	Junior.	Middle.	Senior.	Total.
1	Armagh, Royal School,	82	14	8	54
2	,, St. Patrick's College,	20	4	2	26
3	,, Market House,	26	4	1	31
4	Athlone, Ranelagh School,	18	11	9	38
5	Athy, Christian Schools,	26	2	1	29
6	Ballinasloe, Temperance Hall,	18	3	1	22
7	Ballinrobe, Christian Schools,	19	–	1	20
8	Ballymoney, Town Hall,	15	10	1	26
9	Belfast, Working Men's Institute,	32	9	5	46
10	,, Do.	33	8	3	44
11	,, Do.	31	7	3	41
12	,, St. Malachy's College,	38	10	2	50
13	,, Do.	34	10	2	46
14	,, Christian Schools, Divis-street,	35	3	1	39
15	,, Christian Schools, Donegall-st.,	35	3	2	40
16	,, Christian Schools, Oxford-st.,	29	3	–	32
17	,, Queen's College,	28	12	6	46
18	,, Do.	31	13	6	50
18	Blackrock, French College—Study Hall,	32	12	4	48
20	,, Do. do.	28	11	4	43
21	,, Do. Corridor,	30	11	2	43
22	,, Do. do.	29	12	4	45
23	Cahir, Rockwell College,	28	5	3	37
24	Do.	26	4	2	32
25	Carlow, Carlow College,	27	3	2	32
28	Castleknock, St. Vincent's College,	26	13	8	47
27	Do.	26	14	7	47
28	Cavan, Christian Schools,	26	5	1	32
29	Clondalkin, St. Joseph's Seminary,	24	3	–	27
30	Clonmel, Christ. Schs., SS. Peter & Paul's,	45	4	–	49
31	Clongowes Wood College,	45	10	3	58
32	Cooleraine, Town Hall,	29	3	3	35
33	Do.	30	3	3	36
34	Cookstown, Assembly Rooms,	32	10	1	43
35	Cork, Queen's College,	49	10	–	59
36	,, Do.	44	11	1	56
37	,, Christian Schools, Peacocke-lane,	45	7	5	57
38	,, Do.	46	7	4	57
38	,, Pros. Bros. Ind. Sch., Greenmount,	35	2	–	37
40	,, Do.	30	3	1	34
41	,, St. Finn Barr's Seminary,	35	9	6	50
42	,, Assembly Rooms, S. Mall,	26	9	3	38
43	Drogheda, Mayoralty Room,	20	5	4	29
44	,, Christian Schools,	40	–	–	40
45	Dundalk, Educational Institution,	30	13	5	48
46	,, St. Mary's College,	27	12	2	41
47	,, Christian Schools,	42	3	–	45
48	Dungarvan, St. Augustine's Seminary,	37	3	–	40
49	Ennis, Diocesan College,	39	5	8	52
50	,, Ennis College,	23	11	3	37
51	Enniskillen, Portora Royal School,	23	5	3	31
52	Fermoy, St. Colman's College,	26	8	2	36
53	Do.	26	8	2	36
54	Galway, Grammar School,	25	11	6	42
55	,, St. Ignatius' College,	21	8	3	32
58	Kilkenny, St. Kieran's College,	36	8	4	48

TABLE II.—*continued.*—Showing the NUMBER of STUDENTS who presented themselves for Examination at the various Centres in 1882.

BOYS—*continued.*

No. of Centre.	Centre.	Junior.	Middle.	Senior.	Total.
57	Kilkenny Christian Schools,	44	2	–	48
58	,, Poocke School,	7	6	6	21
59	Killarney, St. Brendan's Seminary,	17	10	9	36
60	Kilrush, Christian Schools,	22	4	–	26
61	Kingstown, Town Hall,	44	12	4	60
62	Letterkenny, Literary Institute,	11	9	2	22
63	Limerick, Christian Schools,	42	4	–	46
64	,, Do.	41	2	1	44
65	,, Sacred Heart College,	66	10	2	50
66	,, Leamy School,	32	6	2	40
67	Listowel, St. Michael's College,	22	8	7	67
68	Londonderry, Magee College,	36	9	6	53
89	,, Foyle College,	23	17	7	47
70	,, St. Columb's College,	30	6	–	38
71	Longford, St. Mel's College,	17	2	2	21
72	Lurgan, Presbytsrian Lecture Hall,	69	7	2	48
73	Mallow, Patrician Schools,	69	4	–	43
74	Midleton, The College,	15	8	1	24
75	Mitchelstown, Christian Schools,	30	6	5	43
76	Monaghan, St. Macartsn's Seminary,	24	4	8	36
77	,, Town Hall,	26	5	2	35
78	Mountrath, Monastery School,	31	8	4	41
79	Do.	27	5	4	68
80	Mullingar, Christian Schools,	22	–	–	22
61	Multyfarnham, Wilson's Hospital,	24	9	6	39
82	Navan, St. Finian's Seminary,	24	6	3	33
83	Do.	25	6	3	34
84	Newry, Savings Bank,	40	6	–	46
85	,, St. Colman's Coll., Violst-hill,	27	6	–	33
86	Omagh, Grand Jury Boom,	66	7	–	43
87	Parsonstown, Presen. Monastery School,	34	–	–	34
88	,, Model School,	21	1	1	23
89	Rathfarnham, St. Columba's College,	36	10	10	56
90	Skibbereen, No. 2 National School,	34	7	4	45
91	Sligo, The College,	25	9	–	34
92	,, Town Hall (Assembly Room),	30	11	4	45
93	Strabane, Town Hall,	23	8	2	63
94	,, Temperanos Hall, Main-st.,	29	1	2	32
95	Terenure, Carmelite College,	45	7	1	53
96	Thurles, Christian Schools,	29	8	2	37
97	Tipperary, Abbey School,	31	4	6	41
98	,, Christian School,	27	3	–	30
99	Tralee, Corn Exchange,	40	2	3	45
100	Tuam, St. Jarlath's College,	24	7	10	41
101	Tullabsg, 6t. Stanislaus' College,	37	18	5	55
102	Do.	34	14	4	52
103	Tullow, Monastery,	32	4	3	39
104	Waterford, Christian Schools,	35	–	–	35
105	,, Do.	33	–	–	63
106	,, Model School,	19	2	1	22
107	,, College School,	22	7	1	30
108	Westport, Christian Schools,	20	–	–	20
109	Wexford, St. Petsr's College,	28	3	2	33
110	,, Do.	24	3	2	29
111	,, Christian Schools,	40	2	1	43
112	Youghal, Christian Schools,	38	3	–	41
		3,656	732	315	4,403

TABLE II.—*continued.*—Showing the NUMBER of STUDENTS who presented themselves for Examination at the various Centres in 1882.

GIRLS.

No. of Centre.	Centre.	Junior.	Middle.	Senior.	Total.
116	Armagh, Abbey School,	22	1	7	30
117	Athy, Town Hall,	16	5	–	21
118	Ballymena, West Church Lecture Hall,	15	11	–	26
119	Belfast, Sussex-place National School,	35	6	4	45
120	,, Do.	30	11	2	43
121	,, Ladies' Collegiate School,	24	12	7	43
122	,, Univ. Rd. Meth. S. Sch.,	28	6	3	37
123	,, Methodist College,	22	14	3	39
124	Cork, Model School,	27	7	6	40
125	,, Do.	29	7	5	41
126	,, High School for Girls,	32	8	3	43
127	,, Rochelle Seminary,	17	9	3	29
128	Dundalk, Market House,	27	5	1	33
129	Ennis, Convent of Mercy,	33	7	–	40
130	Fermoy, Loretto Convent,	18	9	–	27
131	Galway, Mack's Hotel Room,	15	7	3	25
132	Gorey, Loretto Abbey,	25	8	–	33
133	Kilkenny, Loretto Convent,	27	8	–	35
134	Killarney, Town Hall,	29	5	4	38
135	Limerick, Town Hall,	17	9	4	30
136	Londonderry, Corporation Hall,	22	9	3	34
137	,, Do.	22	8	1	31
138	,, Ladies' Collegiate School,	27	10	7	44
139	Longford, Convent of Mercy,	22	2	–	24
140	Monaghan, Convent of St. Louis,	22	1	3	26
141	Mullingar, Annunciation Convent,	9	1	–	10
142	Navan, Loretto Convent,	25	9	7	41
143	Oldcastle, Endowed School,	24	5	3	32
144	,, Do.	21	4	3	28
145	Omagh, Loretto Convent,	23	4	1	28
146	Sligo, Town Hall (Court House),	11	4	3	18
147	Tullamore, Convent of Mercy,	23	–	–	23
148	Wexford, Loretto Convent,	30	1	3	34
		769	213	89	1,071

DUBLIN CENTRES—BOYS.

151	Dublin, Christn. Sch. N. Richmond-st.,	48	2	1	51
152	,, Do. do.	45	3	1	49
153	,, Do. do.	48	4	1	53
154	,, Cen. Mod. Sch., Basement Room,	34	8	6	48
155	,, Do. Drawing Room,	40	3	2	45
156	,, Trinity College, New Hall,	37	7	3	47
157	,, Do.	37	6	5	48
158	,, Christian School, Synge-st.,	54	3	–	57
159	,, Do. Westland-row,	42	4	–	46
160	,, Wesley College,	27	11	8	46
161	,, Do.	41	3	3	47
162	,, Exhibition Palace, Concert-hall,	35	7	2	44
163	,, Do. do.	35	7	2	44
164	,, Do. do.	32	6	3	41
165	,, Do. do.	30	12	2	44
166	,, Do. Board Room,	30	8	2	40
		615	94	41	750

TABLE II.—*continued.*—Showing the NUMBER of STUDENTS who presented themselves for examination at the various Centres in 1882.

DUBLIN CENTRES—GIRLS.

No. of Centre.	Centre.	Junior.	Middle.	Senior.	Total.
167	Dublin, Catholic University Hall, . .	35	6	3	44
168	,, Do. . .	26	5	1	32
169	,, Presbyterian Lecture Hall, .	24	7	4	35
170	,, Do. .	21	9	5	35
171	,, Alex. College—Lower Room, .	23	20	6	49
172	,, Do. Upper Room, .	25	9	4	38
173	,, Loretto Con., Stephen's-green, .	32	19	6	57
174	,, Molesworth Hall, . . .	32	4	2	38
175	,, Do. . . .	26	7	4	37
176	,, Ralph Macklin School, . .	18	6	1	25
		262	92	36	390

SUMMARY.

—	Junior.	Middle.	Senior.	Total.	Centres.	No. of Centre Superintendents.
Boys, . .	3,971	826	356	5,153	128	128
Girls, . .	1,031	305	125	1,461	43	45
Total, . .	5,002	1,131	461	6,614	171	173

Time Table of Examinations, 1882.

On the First Day on which they present themselves for Examination, Students are required to be in attendance at least Half an Hour before the Examination commences.

Table III.—Showing the Days and Hours at which Examinations in the several subjects of the Programme were held in 1882.

Day.	Junior Grade.		Middle Grade.		Senior Grade.	
	Subject and Paper.	Hours.	Subject and Paper	Hours.	Subject and Paper	Hours.
First Day. Monday, 19th June.	Botany,	3–6	Botany,	3–6	Animal Physiology,	2–3
					Botany,	3–6
Second Day Tuesday, 20th June.	German,	10–1	German,	10–1	German,	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	French,	3–6	French,	3–6	French,	3–6
Third Day Wednesday, 21st June.	Latin,	10–1	Latin,	10–1	Latin,	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	,,	3–6	,,	3–6	,,	3–6
Fourth Day. Thursday, 22nd June.	English,	10–1	English,	10–1	English,	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	,,	3–6	,,	3–6	,,	3–6

Fifth Day. Friday, 29rd June.	Greek, (Interval.)	10–1 1–3 3–6	Greek, (Interval.)	10–1 1–3 3–6	Greek, (Interval.)	10–1 1–3 3–6	
	"		"		"		
Sixth Day. Saturday, 24th June.	Natural Philosophy, (Interval.)	10–1 1–3 3–6	Natural Philosophy, (Interval.)	10–1 1–3 3–6	Natural Philosophy, (Interval.)	10–1 1–3 3–6	
	Music,		Music,		Music,		
Seventh Day. Monday, 26th June.	Euclid, (Interval.)	10–1 1–3 3–5 30	Euclid, (Interval.)	10–1 1–3 3–5.30	Euclid, (Interval.)	10–1 1–3 3–6	
	Arithmetic,		Arithmetic,		Algebra and Arithmetic,		
Eighth Day. Tuesday, 27th June.	Algebra, (Interval.)	10–1 1–3 3–6	Algebra, (Interval.)	10–1 1–3 3–6	Plane Trigonometry, (Interval.)	10–1 1–3 3–6	
	Drawing,		Drawing,		Drawing,		
Ninth Day. Wednesday, 28th June.	Chemistry, (Interval.)	10–1 1–3 3–5	Chemistry,	10–1	Chemistry, (Interval.)	10–1 1–3 3–6	
	Book-keeping,				Elementary Mechanics,		
Last Day. Friday, 30th June.	Celtic, (Interval.)	10–1 1–3 3–6	Celtic, (Interval.)	10–1 1–3 3–6	Celtic, (Interval.)	10–1 1–3 3–6	
	Italian,		Italian,		Italian,		

TABLE IV.—Showing the number of Students who passed the Examination.

	Junior Grade.	Middle Grade.	Senior Grade.	Total.
Boys of the prescribed age under Rule 5,	2,127	544	219	2,890
" over age,	59	24	10	93
Total,	2,186	568	229	2,983
Girls of the prescribed age under Rule 5,	675	231	94	1,000
" over age,	10	5	2	17
Total,	685	236	96	1,017
Gross Total,	2,871	804	325	4,000

TABLE V.—Showing the number of Students to whom were awarded Money Prizes and Exhibitions.

	£40.	£25 a year for two years.	£15 a year for three years.	Total.
BOYS:—				
Junior Grade,	–	–	90	90
Middle "	–	28	–	28
Senior "	11	–	–	11
Total,	11	28	90	129
GIRLS:—				
Junior Grade,	–	–	32	32
Middle "	–	12	–	12
Senior "	5	–	–	5
Total,	5	12	32	49
Gross Total,	16	40	122	178

TABLE VI.—Showing the number of Students to whom Prizes in Books were awarded.

	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
BOYS:—				
Junior Grade,	86	95	181	362
Middle "	30	46	88	164
Senior "	16	12	30	58
Total,	132	153	299	584
GIRLS:—				
Junior Grade,	30	44	33	107
Middle "	15	20	19	54
Senior "	10	6	9	25
Total,	55	70	61	186
Gross Total,	187	223	360	770

TABLE VII.—Showing for each subject (1) the number of Students who were examined, (2) the number who passed with Honors, (3) the number who passed without Honors, (4) the total number who passed, and (5) the number who failed; also the proportion *per cent.* of those examined, (6) who passed with Honors, (7) who passed without Honors, (8) who passed, and (9) who failed.

TABLE VII.—Showing for each subject (1) the number of students who were without Honors, (4) the total number who passed, and (5) the number Honors, (7) who passed without Honors, (8) who passed, and (9) who

(A.) Of the Prescribed Age.

BOYS.	Junior Grade.								
	Number of Students who					Proportion per cent. of the Number of Students examined who			
SUBJECTS.	Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.
Greek,	679	118	195	313	366	17·3	28·7	46·	54·
Latin,	1,650	270	343	613	1,037	16·3	20·7	37·	63·
English,	3,516	586	1,478	2,064	1,452	16·6	42·	58·6	41·4
French,	1,876	551	419	970	906	29·3	22·3	51·6	48·4
German,	99	19	19	38	61	19·1	19·1	38·2	61·8
Italian,	61	12	11	23	30	19·0	18·	37·6	62·4
Celtic,	80	16	11	27	53	20·	13·7	33·7	66·3
Arithmetic,	3,819	1,692	997	2,689	1,130	44·3	26·1	70·4	29·6
Book-keeping,	2,062	221	837	1,058	1,004	10·7	40·5	51·2	48·0
Euclid,	3,554	1,289	906	2,195	1,359	36·2	25·4	61·6	38·4
Algebra,	2,728	489	579	1,068	1,660	17·9	21·2	39·1	60·9
Natural Philosophy,	1,853	470	506	976	877	25·3	27·3	52·6	47·4
Chemistry,	722	305	234	539	183	42·2	32·4	74·0	25·4
Drawing,	2,355	368	753	1,121	1,234	15·0	31·9	47·5	52·5
Music,	965	74	167	241	724	7·0	17·3	24·9	75·1

BOYS. **(B.) Over Age—Junior Grade.**

Greek,	37	1	11	12	25	2·7	29·7	32·4	67·6
Latin,	67	13	19	32	35	19·4	28·3	47·7	52·3
English,	101	11	48	59	42	10·0	47·5	58·3	41·7
French,	81	4	15	19	62	4·9	10·5	23·4	76·6
German,	2	–	–	–	2	–	–	–	100·
Italian,	1	–	–	–	1	–	–	–	100·
Celtic,	–	–	–	–	–	–	–	–	–
Arithmetic,	101	48	26	74	27	47·5	25·7	73·2	26·8
Book-keeping,	52	2	11	13	39	3·8	21·2	25·	75·
Euclid,	92	28	19	47	45	30·4	20·6	51·	49·
Algebra,	82	10	18	28	54	12·1	21·9	34·	66·
Natural Philosophy,	60	20	21	41	19	33·3	35·	68·3	31·7
Chemistry,	17	5	7	12	5	29·4	41·1	70·5	29·5
Drawing,	45	9	20	29	10	20·	44·4	64·4	35·6
Music,	14	–	–	–	14	–	–	–	100·

examined, (2) the number who passed with Honors, (3) the number who passed who failed; also the proportion *per cent.* of those examined, (6) who passed with failed.

(A.) Of the Prescribed Age.

Middle Grade.									BOYS.
Number of Students who					Proportion per cent. of the number of Students examined who				
Were examined.	Passed with Honors.	Passed without Honors	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	SUBJECTS.
361	20	138	226	135	24·3	38·2	62·5	37·5	Greek.
532	207	169	376	156	38·9	31·7	70·6	29·4	Latin.
776	126	308	434	342	16·2	39·6	55·8	44·2	English.
573	280	114	394	179	48·8	19·8	68·6	31·4	French.
53	16	16	32	21	30·2	30·2	60·4	39·6	German.
37	16	7	23	14	43·2	10·9	62·1	37·9	Italian.
30	12	6	18	12	40·	20·	60·	40·	Celtic.
778	331	199	530	240	42·5	25·6	68·1	31·9	Arithmetic.
763	413	181	594	169	54·1	23·7	77·8	22·2	Euclid.
691	185	207	392	299	26·8	29·9	56·7	43·3	Algebra.
549	162	190	352	197	29·5	34·6	64·1	35·9	Natural Philosophy.
200	77	53	130	70	38·5	26·5	65·	35·	Chemistry.
393	72	128	200	193	18·3	32·5	50·8	49·2	Drawing.
101	4	17	21	80	3·9	16·8	20·7	79·3	Music.

(B.) Over Age—Middle Grade. **BOYS.**

13	–	8	8	5	–	61·5	61·5	38·5	Greek.
23	7	8	15	8	30·4	34·8	65·2	34·8	Latin.
36	–	18	18	18	–	50·	50·	50·	English.
24	9	8	17	7	37·5	33·3	70·0	29·2	French.
1	1	–	1	–	100·	–	100·	–	German.
–	–	–	–	–	–	–	–	–	Italian.
–	–	–	–	–	–	–	–	–	Celtic.
34	7	9	16	18	20·6	26·4	47·	53·	Arithmetic.
32	10	9	19	13	31·2	28·1	50·3	40·7	Euclid.
24	2	8	10	14	8·3	33·3	41·6	58·4	Algebra.
25	4	9	13	12	16·	36·	52·	48·	Natural Philosophy.
4	1	1	2	2	25·	25·	50·	50·	Chemistry.
8	1	3	4	4	12·5	37·5	50.	50·	Drawing.
2	–	1	1	1	–	50·	50·	50·	Music.

TABLE VII.—Showing for each subject (1) the number of students who were without Honors, (4) the total number who passed, and (5) the number Honors, (7) who passed without Honors, (8) who passed, and (9) who

(A.) Of the Prescribed Age.

BOYS.	Senior Grade.								
	Number of Students who					Proportion per cent. of the number of Students examined who			
SUBJECTS.	Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.
Greek,	199	85	37	122	77	42·7	18·6	61·3	30.7
Latin,	249	39	104	143	106	15·6	41·8	57·4	42·6
English,	324	60	154	214	110	18·5	47·5	66·	34·
French,	261	146	17	163	98	55·9	6·5	62·4	37·6
German,	16	13	1	14	2	81·2	6·3	87·5	12·5
Italian,	15	10	2	12	3	66·6	13·3	70·9	20·1
Celtic,	8	5	1	6	2	62·5	12·5	75·	25·
Euclid,	326	165	100	265	61	50·6	30·6	81·2	13·8
Algebra and Arithmetic,	320	15	74	89	231	4·7	23·1	27·8	72·2
Plane Trigonometry,	223	30	61	91	132	13·4	27·4	40·3	59·2
Elementary Mechanics,	141	11	22	33	108	7·8	15·6	23·4	76·6
Natural Philosophy,	200	54	57	111	89	27·	28·5	55·5	44·5
Chemistry,	58	19	21	40	10	32·7	36·2	68·9	31·1
Drawing,	91	41	23	64	27	45·	25·3	70·3	29·7
Music,	29	11	5	16	13	37·9	17·2	55·1	44·9

BOYS.	(B.) Over Age—Senior Grade.								
Greek,	9	4	2	6	3	44·5	22·2	66·7	33·3
Latin,	13	2	6	8	5	15·4	46·1	61·5	38·5
English,	15	3	10	13	2	20·	66·6	06·6	13·4
French,	11	5	1	6	5	45·4	9·	54·5	45·5
German,	2	1	–	1	1	50·	–	50·	50·
Italian,	–	–	–	–	–	–	–	–	–
Celtic,	1	1	–	1	–	100·	–	100·	–
Euclid,	13	5	4	9	4	38·4	30·0	69·2	30·8
Algebra and Arithmetic,	12	–	3	3	9	–	25·	25·	75·
Plane Trigonometry,	7	–	1	1	6	–	14·2	14·2	85·8
Elementary Mechanics,	5	–	1	1	4	–	20·	20·	00·
Natural Philosophy,	7	4	1	5	2	57·1	14·3	71·4	20·6
Chemistry,	–	–	–	–	–	–	–	–	–
Drawing,	2	–	1	1	1	–	50·	50·	50·
Music,	1	–	–	–	1	–	–	–	100·

examined, (2) the number who passed with Honors, (3) the number who passed who failed; also the proportion *per cent.* of those examined, (6) who passed with failed.

(A.) Of the Prescribed Age.

Total in all Grades.									BOYS.
Number of Students who					Proportion per cent. of the number of Students examined who				
Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Subjects.
1,239	291	370	661	578	23·5	29·8	53·3	46·7	Greek.
2,431	516	616	1,132	1,299	21·2	25·3	46·5	53·5	Latin.
4,618	772	1,940	2,712	1,904	16·7	42·	58·7	41·3	English.
2,710	977	550	1,527	1,183	36·	20·3	58·3	43·7	French.
168	48	36	84	84	28·6	21·4	50·	50·	German.
113	38	20	58	55	33·8	17·7	51·3	48·7	Italian.
118	33	18	51	67	28·	15·2	43·2	56·8	Celtic.
4,597	2,023	1,196	3,219	1,378	44·	26·	70·	30·	Arithmetic.†
2,062	221	837	1,058	1,004	10·7	40·5	51·2	48·8	Book-keeping.‡
4,643	1,867	1,187	3,054	1,589	40·2	25·6	65·8	34·2	Euclid.
3,419	674	788	1,460	1,959	19·7	23·	42·7	57·3	Algebra.†
320	15	74	89	231	4·7	23·1	27·8	72·2	Algebra and Arithmetic.*
223	30	61	91	132	13·4	27·4	40·8	59·2	Plane Trigonometry.*
141	11	22	33	108	7·8	15·6	23·4	76·6	Elementary Mechanics.*
2,602	686	753	1,439	1,163	26·4	28·9	55·3	44·7	Natural Philosophy.
980	401	308	709	271	40·9	31·4	72·3	27·7	Chemistry.
2,839	481	904	1,385	1,454	18·9	31·8	48·7	51·3	Drawing.
1,095	89	189	278	817	8·1	17·3	25.4	74·6	Music.

(B.) Over Age—Total in all Grades. **BOYS.**

59	5	21	26	33	8·4	35·6	44·	56·	Greek.
103	22	33	55	48	21·4	32·	53·4	46·6	Latin.
152	14	76	90	62	9·2	50·	59·2	40·8	English.
118	18	24	42	74	15·5	20·7	36·2	63·8	French.
5	2	–	2	3	40·	–	40·	60·	German.
1	–	–	–	1	–	–	–	100·	Italian.
1	1	–	1	–	100·	–	100·	–	Celtic.
135	55	35	90	45	40·8	25·9	66·7	33·3	Arithmetic.†
52	2	11	13	39	3·8	21·2	25·	75·	Book-keeping.‡
137	43	32	75	62	31·4	25·3	54·7	45·3	Euclid.
106	12	26	38	68	11·3	24·5	35·8	64·2	Algebra.†
12	–	3	3	9	–	25·	25·	75·	Algebra and Arithmetic.
7	–	1	1	6	–	14·3	14·3	85·7	Plane Trigonometry.*
5	–	1	1	4	–	20·	20·	80·	Elementary Mechanics.*
92	28	31	59	33	30·4	33·7	64·1	35·9	Natural Philosophy.
21	6	3	14	7	28·6	38·1	68·7	33·3	Chemistry.
55	10	24	34	21	18·2	43·6	61·8	38·2	Drawing.
17	–	1	1	16	–	5·9	5·9	94·1	Music.

* Senior Grade only. † Junior and Middle Grades. ‡ Junior Grade only.

TABLE VII.—Showing for each subject (1) the number of students who were without Honors, (4) the total number who passed, and (5) the number Honors, (7) who passed without Honors, (8) who passed, and (9) who

(C.) Of the Prescribed Age.

GIRLS.	Junior Grade.								
	Number of Students who					Proportion per cent. of the number of Students examined who			
SUBJECTS.	Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.
Greek,	7	1	2	3	4	14·2	28·5	42·7	57·3
Latin,	33	18	17	35	48	21·7	20·4	42·1	57·9
English,	984	230	366	596	388	23·3	37·1	60·4	39·6
French,	652	323	115	438	214	49·5	17·6	67·1	32·9
Germen,	102	27	30	57	45	26·4	29·4	55·8	44·2
Italian,	27	13	6	19	8	48·1	22·2	70·3	29·7
Celtic,	1	–	–	–	1	–	–	–	100·
Arithmetic,	976	404	261	005	311	41·3	26·7	68·	32·
Book-keeping,	264	21	106	127	137	7·9	40·1	48·	52·
Euclid,	230	62	31	93	137	26·9	13·4	40·3	59·7
Algebra,	289	77	74	151	138	26·6	25·6	52·2	47·8
Natural Philosophy,	163	37	36	73	90	22·7	22·	44·7	55·3
Chemistry,	14	2	8	10	4	14·2	57·1	71·3	28·7
Botany,	203	72	68	140	63	35·4	33·4	68·8	31·2
Drawing,	562	115	197	312	250	20·4	35·0	55·4	44·6
Music,	687	162	167	329	358	23·5	24·3	47·8	52·2

GIRLS. **(D.) Over Age—Junior Grade.**

Greek,	–	–	–	–	–	–	–	–	–
Latin,	–	–	–	–	–	–	–	–	–
English,	15	3	5	8	7	20·	33·3	53·3	46·7
French,	7	3	1	4	3	42·8	14·2	57·	43·
German,	1	–	–	–	1	–	–	–	100·
Italian,	–	–	–	–	–	–	–	–	–
Celtic,	–	–	–	–	–	–	–	–	–
Arithmetic,	15	6	5	11	4	40·	33·3	73·3	26·7
Book-keeping,	2	–	2	2	–	–	100·	100·	–
Euclid,	2	2	–	2	–	100·	–	100·	–
Algebra,	2	1	1	2	–	50·	50·	100·	–
Natural Philosophy,	4	–	–	–	4	–	–	–	100·
Chemistry,	–	–	–	–	–	–	–	–	–
Botany,	3	2	–	2	1	66·7	–	66·7	33·3
Drawing,	7	1	4	5	2	14·2	57·1	71·3	28·7
Music,	8	4	2	6	2	50·	25·	75·	25·

examined, (2) the number who passed with Honors, (3) the number who passed who failed; also the proportion *per cent.* of those examined, (6) who passed with failed.

(C.) Of the Prescribed Age.

Middle Grade.									GIRLS.
Number of Students who					Proportion per cent. of the number of Students examined who				
Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Subjects.
4	–	4	4	–	–	100·	100·	–	Greek.
55	17	24	41	14	30·9	43·6	74·5	25·5	Latin.
291	84	140	224	67	28·8	48·1	76·9	23·1	English.
224	140	52	192	32	62·5	23·2	85·7	14·3	French.
58	28	14	42	16	48·2	24·1	72·3	27·7	German.
17	9	2	11	8	53·0	11·7	64·7	35·3	Italian.
1	1	–	1	–	100·	–	100·	–	Celtic.
277	74	91	165	112	26·7	32·8	59·5	40·5	Arithmetic.
105	47	23	70	35	44·7	21·9	86·6	33·4	Euclid.
117	18	41	59	58	15·3	35·	50·3	49·7	Algebra.
97	17	35	52	45	17·5	36·	53·5	46·5	Natural Philosophy.
8	2	4	8	2	25·	50·	75·	25·	Chemistry.
77	42	22	64	13	54·5	28·5	83·	17·	Botany.
167	32	54	86	81	19·1	32·3	51·4	48·6	Drawing.
187	72	48	120	67	38·5	25·6	64·1	35·9	Music.

(D.) Over Age—Middle Grade. **GIRLS.**

–	–	–	–	–	–	–	–	–	Greek.
–	–	–	–	–	–	–	–	–	Latin.
11	1	6	7	4	9·	54·5	63·5	36·5	English.
8	3	1	4	4	37·5	12·5	50·	50·	French.
2	–	–	–	2	–	–	–	100·	German.
–	–	–	–	–	–	–	–	–	Italian.
–	–	–	–	–	–	–	–	–	Celtic.
10	–	2	2	8	–	20·	20·	80·	Arithmetic.
1	–	–	–	1	–	–	–	100·	Euclid.
1	–	–	–	1	–	–	–	100·	Algebra.
2	–	–	–	2	–	–	–	100·	Natural Philosophy.
–	–	–	–	–	–	–	–	–	Chemistry.
1	–	–	–	1	–	–	–	100·	Botany.
3	–	–	–	3	–	–	–	100·	Drawing.
8	1	1	2	6	12·5	12·5	25·	75·	Music.

TABLE VII.—Showing for each subject (1) the number of students who were without Honors, (4) the total number who passed, and (5) the number Honors, (7) who passed without Honors, (8) who passed, and (9) who

(C.) Of the Prescribed Age.

GIRLS.	Senior Grade.								
	Number of Students who					Proportion per cent. of the number of Students examined who			
SUBJECTS.	Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.
Greek,	2	1	1	2	–	50·	50·	100·	–
Latin,	19	2	5	7	12	10·5	26·3	36·8	63·2
English,	121	25	72	97	24	20·6	59·5	80·1	19·9
French,	96	67	7	74	22	69·7	7·2	76·9	23·1
German,	34	19	9	28	6	55·8	26·4	82·2	17·8
Italian,	13	11	2	13	–	84·6	15·4	100·	–
Celtic,	–	–	–	–	–	–	–	–	–
Euclid,	43	16	13	29	14	37·2	30·2	67·4	32·6
Algebra and Arithmetic,	98	3	11	14	84	3·	11·2	14·2	85·8
Plane Trigonometry,	19	3	8	11	8	15·8	42·1	57·9	42 1
Elementary Mechanics,	15	1	2	3	12	6·6	13·3	19·9	80·1
Natural Philosophy,	46	16	15	31	15	34·7	32·6	67·3	32·7
Chemistry,	5	2	3	5	–	40·	60·	100·	–
Botany,	36	9	17	26	10	25·	47·2	72·2	27·8
Animal Physiology,	42	21	17	38	4	50·	40·4	90·4	9·6
Drawing,	50	22	18	40	10	44·	36·	80·	20·
Music,	00	23	23	51	29	35·	20·7	63·7	36·3

GIRLS.	(D.) Over Age—Senior Grade.								
Greek,	–	–	–	–	–	–	–	–	–
Latin,	–	–	–	–	–	–	–	–	–
English,	4	–	2	2	2	–	50·	50·	50·
French,	4	2	–	2	2	50·	–	50·	50·
German,	–	–	–	–	–	–	–	–	–
Italian,	–	–	–	–	–	–	–	–	–
Celtic,	–	–	–	–	–	–	–	–	–
Euclid,	–	–	–	–	–	–	–	–	–
Algebra and Arithmetic,	3	–	–	–	3	–	–	–	100·
Plane Trigonometry,	–	–	–	–	–	–	–	–	–
Elementary Mechanics,	–	–	–	–	–	–	–	–	–
Natural Philosophy,	–	–	–	–	–	–	–	–	–
Chemistry,	–	–	–	–	–	–	–	–	–
Botany,	1	–	1	1	–	–	100·	100·	–
Animal Physiology,	–	–	–	–	–	–	–	–	–
Drawing,	1	–	1	1	–	–	100·	100·	–
Music,	1	–	–	–	1	–	–	–	100·

examined, (2) the number who passed with Honors, (3) the number who passed who failed; also the proportion *per cent.* of those examined, (6) who passed with failed.

(C.) Of the Prescribed Age.

Total in all Grades.									GIRLS.
Number of Students who					Proportion per cent. of the number of Students examined who				
Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Subjects.
13	2	7	9	4	15·4	53 8	69·2	30·8	Greek.
157	37	46	83	74	23·6	29·3	52·9	47·1	Latin.
1,396	339	578	917	479	24·3	41·4	65·7	34·3	English.
972	530	174	704	268	54·5	17·9	72·4	27·8	French.
194	74	53	127	67	38·1	27·3	65·4	34·8	German.
57	33	10	43	14	57·9	17·5	75·4	24·8	Italian.
2	1	–	1	1	50·	–	50·	50·	Coltic.
1,253	478	352	830	423	38·1	28·1	66·2	33·8	Arithmetic.†
264	21	106	127	137	7·9	40·2	48·1	51·9	Book-keeping.‡
378	125	67	192	186	33·1	17·7	50·8	49·2	Euclid.
406	95	115	210	196	23·4	28·3	51·7	48·3	Algebra.†
98	3	11	14	84	3·	11·2	14·2	85·8	Algebra and Arithmetic.*
19	3	0	11	8	15·8	42·1	57·9	42·1	Plane Trigonometry.*
15	1	2	3	12	6·7	13·3	20·	80·	Elementary Mechanics.*
306	70	86	156	150	22·8	28·1	50·9	49·1	Natural Philosophy.
27	6	15	21	6	22·2	55·6	77·8	22·2	Chemistry.
316	123	107	230	86	38·9	33·9	72·8	27·2	Botany.
42	21	17	38	4	50·	40·4	90·4	9·6	Animal Physiology.*
779	169	269	438	341	21·7	34·5	56·2	43·8	Drawing.
954	262	238	500	454	27·5	24·9	52·4	47·6	Music.

(D.) Over Age—Total in all Grades. **GIRLS.**

–	–	–	–	–	–	–	–	–	Greek.
–	–	–	–	–	–	–	–	–	Latin.
30	4	13	17	13	13·4	43·3	56·7	43·3	English.
19	8	2	10	9	42·1	10·5	52·6	47·4	French.
				3				100·	German.
3	–	–	–	–	–	–			Italian.
–	–	–	–	–	–	–	–		Coltic.
–	–	–	–	–	–	–	–		
25	6	7	13	12	24·	28	52·	43·	Arithmetic.†
2	–	2	2	–	–	100·	100·	–	Book-keeping.‡
3	2	–	2	1	66·7	–	66·7	33·3	Euclid.
3	1	1	2	1	33·3	33·3	86·7	33·3	Algebra.†
3	–	–	–	3	–	–	–	100·	Algebra and Arithmetic.*
–	–	–	–	–	–	–	–	–	Plane Trigonometry.*
–	–	–	–	–	–	–	–	–	Elementary Mechanics.*
6	–	–	–	3	–	–	–	100·	Natural Philosophy.
–	–	–	–	–	–	–	–	–	Chemistry.
5	2	1	3	2	40·	20·	60·	40·	Botany.
–	–	–	–	–	–	–	–	–	Animal Physiology.*
11	1	5	6	5	9·	45·5	54·5	45·5	Drawing.
17	5	3	8	9	29·4	17·6	47·	53·	Music.

* Senior Grade only. † Junior and Middle Grades. ‡ Junior Grade only.

TABLE VIII.—ACCOUNTS of the BOARD for

(A) CAPITAL

	Securities.	*Cash.*
	£ s. d.	£ s. d.
Balance on 1st January, 1882,	1,006,091 0 3	—
Proceeds of Securities sold (as per contra),	—	5,984 11 11
£	1,006,091 0 3	5,984 11 11

(B) INCOME

RECEIPTS.	£ s. d.	£ s. d.
In respect of the year 1881:—		
Balance on 1st January, 1882,	9,286 8 1	
Sales of Securities as above,	5,984 11 11	
Income Tax refunded,	507 16 3	
Sale of Publications,	119 5 11	
[Dr. Balance on year 1881, £591 1*s.* 8*d.*]		15,898 2 2
In respect of the year 1882:—		
Interest on Securities,	32,682 14 8	
" Cash on deposit,	55 4 7	
Examination Fees,	967 7 9½	
Do. late Fees,	26 7 6	
[Cr. Balance, 1882, £4,083 17*s.* 11½*d.*]		33,781 14 6½
£		49,620 16 8½

the year ended 31st December, 1882.

ACCOUNT.

	Securities. £ s. d.	*Cash.* £ s. d.
Securities sold (New 3 Per Cent. Stock),	6,091 0 8	—
Proceeds of Securities sold (to Income Account),	—	5,984 11 11
Balance on 31st December, 1882,	1,000,000 0 0	—
£	1,006,091 0 3	5,984 11 11

ACCOUNT.

PAYMENTS.	£ s. d.	£ s. d.
In respect of the year 1881:—		
Administration—		
Writers and Assistants,	42 0 0	
Incidental Expenses,	47 14 11	
Stationery,	9 9 7	
		99 4 6
Examinations—		
Printing and Stationery,	166 1 4	
Hire of Rooms,	5 0 0	
Petty Expenses,	3 10 0	
		174 11 4
Rewards—		
Medals and Minor Prizes,	—	287 8 6
Results Fees,	—	15,827 19 6
Cost of Audit, 1880,	—	100 0 0
		16,489 8 10
In respect of the year 1882:—		
Administration—		
Permanent Salaries,	2,499 10 0	
Writers and Assistants,	874 9 3	
Rent,	64 12 4	
Printing and Stationery,	36 1 9	
Incidental Expenses,	261 18 7	
		3,736 11 11
Examinations—		
Examiners,	4,355 0 0	
Centre Superintendents,	2,810 0 0	
Superintendents' Locomotive Expenses,	320 2 1	
Printing and Stationery,	1,657 10 9	
Hire of Rooms,	220 2 0	
Petty Expenses,*	721 5 2	
		9,884 0 0
Rewards—		
Exhibitions awarded in 1882 (a moiety),	2,055 0 0	
Retained Exhibitions of 1881 and 1882,	6,325 0 0	
Medals and Minor Prizes,	1,520 12 1	
Results Fees,	5,968 14 9	
		15,867 6 10
Miscellaneous—		
Cost of Audit, 1881,	100 0 0	
Law Costs,	48 17 7	
Interest deducted from proceeds of sale of stock,	11 0 3	
		159 17 10
Balance—		
Cash,	2,714 8 4½	
Income Tax to be refunded,	778 12 11	
		8,492 16 3½
£		49,629 16 8½

* Under this are included, Advertisements, Postage, cost of Examination desks and stationery boxes, carriage of parcels, Examiners' locomotive expenses, and sundry petty expenses.

Given under our
Common Seal this
11th day of April,
1883.

L.S.

Present at Board Meeting
when Seal was affixed,

ARTHUR HILL CURTIS.
T. J. BELLINGHAM BRADY. } *Assistant Commissioners.*

NAMES OF THE COMMISSIONERS

OF

INTERMEDIATE EDUCATION (IRELAND).

Right Hon. J. T. BALL, LL.D., D.C.L., Chairman.
Right Hon. Lord O'HAGAN, K.P., Vice-Chairman.
Right Hon. C. PALLES, LL.D., Lord Chief Baron of the Exchequer in Ireland.
Rev. GEORGE SALMON, D.D., D.C.L., LL.D., F.R.S., Regius Professor of Divinity, University of Dublin.
The Right Hon. the O'CONOR DON, D.L.
JAMES P. CORRY, esq., M.P., J.P.
Rev. JACKSON SMYTH, D.D.

ASSISTANT COMMISSIONERS.

ARTHUR HILL CURTIS, LL.D., D.Sc.
T. J. BELLINGHAM BRADY, LL.D.

APPENDIX

Appendix I.

RULES.

The Intermediate Education Board for Ireland, in pursuance and by virtue of the "Intermediate Education (Ireland) Act, 1878," do hereby, with the approval of His Excellency Francis Thomas de Grey, Earl Cowper, Lord Lieutenant General and General Governor of Ireland, make the following rules for the purposes of said Act:—

Examinations.

Examinations extending over a course of three years shall be held in accordance with the rules following:—

1. The examinations in each of the three grades shall be held between the first day of June and the first day of August, at convenient centres to be selected by the Board, with the approval of the Lord Lieutenant.

The following shall be the subjects of Examination, viz.:—

Junior Grade.

(1.) The ancient language, literature, and history of Greece;
(2.) The ancient language, literature, and history of Rome;
(3.) The language, literature, and history of Great Britain and Ireland;
(4.) The French language;
(5.) The German language;
(6.) The Italian language;
(7.) The Celtic language and literature;
(8.) Mathematics, *i.e.*:—
Section Arithmetic;
Section Book-keeping;
Section Euclid;
Section Algebra;
(9.) Chemistry;
(10.) Natural Philosophy;
(11.) Botany (for Girls only);
(12.) Drawing;
(13.) Music (Theory of).

Middle Grade.

(1.) The ancient language, literature and history of Greece;
(2.) The ancient language, literature and history of Rome;
(3.) The language, literature and history of Great Britain and Ireland;
(4.) The French language;
(5.) The German language;
(6.) The Italian language;
(7.) The Celtic language and literature;

(8.) Mathematics, *i.e.*:
Section Arithmetic;
Section Euclid;
Section Algebra;
(9.) Chemistry;
(10.) Natural Philosophy;
(11.) Botany (for Girls only);
(12.) Drawing;
(13.) Music (Theory of).

SENIOR GRADE.

(1.) The ancient language, literature and history of Greece;
(2.) The ancient language, literature and history of Rome;
(3.) The language, literature and history of Great Britain and Ireland;
(4.) The French language:
(5.) The German language;
(6.) The Italian language;
(7.) The Celtic language and literature;
(8.) Mathematics, *i.e.*:
Section Arithmetic and Algebra;
Section Euclid;
Section Plane Trigonometry;
Section Elementary Mechanics;
(9.) Chemistry;
(10.) Natural Philosophy;
(11.) Botany (for Girls only);
(12.) Animal Physiology (for Girls only);
(13.) Drawing;
(14.) Music (Theory of).

2. The Board shall annually publish a programme of the examinations setting forth the several subjects in detail, and including a list of the authors in which the literary part of the examinations shall consist, together with the scale of Results Fees, and such other information as they may deem desirable; and a copy shall be furnished by the Board to any person on application, upon payment of such price therefor as shall be fixed by the Board.

3. The Board shall, in each year, give notice by public advertisement of the dates on which the examinations will be held.

4. The Board shall, in each year, prepare and publish a list of examiners in the various subjects for the year, to which list additions may, if necessary, be made during the year from time to time; and a sufficient number shall be selected from each list, with the approval of the Lord Lieutenant, to conduct the examinations.

5. Any student shall be eligible for examination who, on the first day of June, in the year in which he shall present himself, shall in the junior grade either attain or be under the age of 16 years; in the middle grade either attain or be under the age of 17 years; and in the senior grade either attain or be under the age of 18 years.

6. Students intending to present themselves for examination shall, on or before the 31st March in each year, send to the Board notice of their intention together with satisfactory evidence of age. (See Rule 8, infra.) They shall also specify the subjects and sections of the programme in which they propose to present themselves, and the centre at which they wish to be examined. The subjects and sections specified must be so

selected that the total marks assigned to them in the Programme shall not in the aggregate exceed 7,500. A student shall not be examined in any subject, or at any centre not specified in his notice, without the permission of the Board, applied for previous to the 1st of May.

7. Stamped Forms of Notices for the several grades, price 2*s.* 6*d.* each, shall be on sale with the Stamp Distribntors throughout Ireland, from the 1st of February to the 31st of March in each year. Forms of Notice should be sent in on or before the last day of February. Forms sent in after that date will be received up to the 31st day of March, on payment of a late fee of 2*s.* 6*d.* Students shall also send to the Board a declaration signed by a parent, guardian, or teacher, stating nnder what teachers, and in what part of Ireland they have pursued their studies during the year preceding the examination. A number shall be assigned to each student so giving notice of his intention to be examined, by which alone he shall be known in the subsequent examination. Before admitting any student to examination, the Board shall satisfy itself that during the year preceding the date of examination he has pursued a course of study in Ireland.

8. The Board will accept as satisfactory evidence of age, (1) a certified extract from a public registry of births; (2) a baptismal certificate, accompanied by a statement in writing of a parent or guardian giving the date of birth; (3) in case neither (1) nor (2) can be obtained, a statutable declaration from a parent or guardian stating date of birth.

9. Students over the ages prescribed by rule 5, but who shall on the 1st day of June, in the year in which they present themselves, either attain or be under the ages of 17, 18, and 19, in the junior, middle, and senior grades respectively, shall be allowed to present themselves for examination, but no account shall be taken of such students in the awarding of exhibitions, prizes, and results fees, and the names of those who pass will be published in a separate list. Such students shall pay a fee of ten shillings each by stamped forms obtainable as above. (Rule 7.)

10. No student shall obtain credit for the examination generally, or be awarded any exhibition, prize, or certificate at any examination, nor shall his name be published in the Schedule of Results, unless he pass in at least two subjects, of which one shall be Greek, Latin, English, or Mathematics.

11. In each subject or section, according to their answering, students may be awarded, (1) pass marks; (2) honor marks. To pass in any subject or section it will be necessary and sufficient to obtain 25 *per cent.* of the gross total of marks assigned to the questions in that subject or section; to gain honor marks, 45 *per cent.* of the gross total of marks assigned to the questions in that subject or section; always provided that no student shall be awarded a pass or honor mark in Greek, Latin, French, German, Italian, or Celtic, who shall not have obtained at least 20 *per cent.* of the marks assigned to Grammar; and that if, in any subject or subjects, the answers of a student exhibit gross ignorance in English orthography or in English grammar, he shall be disallowed the examination altogether.

12. In order to pass in the subject "Mathematics," Junior Grade, it will be necessary for boys to pass in Section Arithmetic together with either Section Euclid, or Section Algebra; for girls it will be sufficient to pass in Section Arithmetic.

In order to pass in the subject "Mathematics," Middle and Senior Grades, it will be necessary for boys to pass in two sections. Girls may obtain a pass in Mathematics by passing in one section.

When the conditions of Rule 10 have been satisfied, marks gained in any section of Mathematics may be counted towards Exhibitions, Prizes, and Results Fees.

13. All the examinations under this Act shall be conducted in writing.

14. No restrictions are placed on students, who are not affected by Rules 24, 25, presenting themselves more than once for examination in the same grade, if not disqualified by age; but results fees will not be paid in respect of the same subjects a second time in the same grade.

15. Students shall conform to the Rules in Schedule A, and all other rules which the Board shall issue for their direction.

16. The Board shall have power, in case of the occurrence of accidents or irregularities at any centre, to order a second examination in the subject or subjects in regard of which such accidents or irregularities may have occurred; and the marks obtained at such second examination shall, for all intents and purposes, be regarded as obtained at the first examination.

17. In case a student, through any mistake, should not be awarded marks to which he is entitled on his answering, and should thereby fail to obtain any exhibition, prize, or medal to which his marks when amended shall entitle him, the Board shall have power to award such student an exhibition, prize, or medal, and to alter the Schedule of Results accordingly.

Prizes and Exhibitions.

18. Exhibitions not exceeding* £15 a year, tenable for three years, and payable in half-yearly instalments, shall be awarded to such students as the Board shall adjudge to have obtained the highest places at the examination in the junior grade, among those who shall have passed in accordance with Rule 27.

19. Exhibitions not exceeding* £25 a year, tenable for two years, and payable in half-yearly instalments, shall be awarded to such students as the Board shall adjudge to have obtained the highest places at the examination in the middle grade, among those who shall have passed in accordance with Rule 27.

20. No student shall hold two exhibitions at the same time.

21. Prizes not exceeding* £40 shall be awarded to such students as the Board shall adjudge to have obtained the highest places at the examination in the senior grade, among those who shall have passed in accordance with Rule 27. No student shall be awarded such prize a second time. No student obtaining such prize shall retain any exhibition previously obtained.

22. No exhibition under the Act shall be tenable by, and no prize except medals or minor prizes shall be awarded to any student holding a scholarship, exhibition, or free scholarship from any other endowment.

23. No matriculated student of any University shall be eligible for examination in any grade.

24. No exhibition shall continue to be held by any student unless in each year for which such Exhibition is tenable he shall present himself for examination in a grade superior to that in which he obtained or retained it in the previous year, and pass in three or more subjects to which at least 3,000 marks in the aggregate are assigned,

* The scale of Prizes and Exhibitions is liable to be reduced, if in the opinion of the Board the amount of funds at their disposal shall require a reduction to be made.

and pass with honors in a subject, or subjects, representing in the aggregate not less than 1,000 of these marks.

25. No student shall be allowed to present himself in a grade in which he has already obtained an exhibition or £40* prize.

26. Should a student, through illness or other sufficient cause, fail to comply with the conditions of holding an exhibition, the Board may, at their discretion, permit such student to resume the exhibition on such terms as they may prescribe.

27. The number of exhibitions to be awarded in the junior and middle grades, and of £40* prizes in the senior grade, shall not exceed one for every fifteen students in the aggregate who shall have passed in at least three of the following subjects, viz. :—

(*a.*) Greek,	(*g.*) Celtic,
(*b.*) Latin,	(*h.*) Mathematics (see Rule 12),
(*c.*) English,	(*i.*) Chemistry,
(*d.*) French,	(*j.*) Natural Philosophy,
(*e.*) German,	(*k.*) Drawing,
(*f.*) Italian,	(*l.*) Music;

but of these three *two* must be from among the following:—Greek, Latin, English, or Mathematics; in the case of Girls, a Modern Language may be taken as *one* of the *two*. If, on dividing the aggregate above referred to by fifteen, there shall remain a number not less than eight, an additional exhibition shall be awarded; but if the Board do not consider that sufficient merit has been shown, a smaller number of exhibitions may be awarded.

28. The Board may award gold or silver medals as follows: to the boy and girl whom the Board shall adjudge to have obtained the first place in each grade, a gold medal; to the boy and girl whom the Board shall adjudge to have obtained the second place in each grade, a silver medal; to the boys whom the Board shall adjudge to be the best answerers in the several grades, in Greek, in Latin, in Mathematics, including Book-keeping, in English, and in Modern Languages, respectively, a gold medal; to the boys whom the Board shall adjudge to be the best answerers in Natural Philosophy, in Chemistry, in French, in German, in Italian, in Celtic, in Drawing, and in Music, respectively, a silver medal; to the girls whom the Board shall adjudge to be the best answerers in Latin, in English, in Modern Languages, in Mathematics, including Book-keeping, in Drawing, and in Music, respectively, a gold medal; to the girls whom the Board shall adjudge to be the best answerers in Greek, in French, in German, in Italian, in Celtic, in Natural Philosophy, in Chemistry, respectively, a silver medal.

29. The Board may award prizes in books to distinguished students who may have failed to obtain exhibitions. These prizes shall be of the following values in each grade: first class prize, £3; second class prize, £2; third class prize, £1.

30. The exhibitions, £40* prizes, medals, and prizes enumerated in the foregoing section, shall be awarded to the students in each year, without reference to the order of merit in the examination list for any particular place of examination.

31. The exhibitions, prizes, and prizes in books, will be given according to the aggregate total of marks obtained by the students estimated in the following manner:—first, the marks obtained in each subject or section in which the student has passed will be diminished by

* The scale of Prizes and Exhibitions is liable to be reduced, if in the opinion of the Board the amount of funds at their disposal shall require a reduction to be made.

25 *per cent.* of the maximum assigned to that subject or section ; the remainder will then be added together and will constitute the aggregate total.

Results Fees.

32. Results fees, according to the following rates, shall be paid to the managers of schools for students who, having attended their schools from the 1st of November of the year previous to that of examination, and having made at least one hundred attendances from that date to the last day of the month preceding the examination, may pass the examination in accordance with Rule 10. Results fees will be paid at rates not exceeding*—Junior Grade, 1*s.* 3*d.* per 100 marks assigned to subject or section ; Middle Grade, 1*s.* 6*d.* per 100 marks assigned to subject or section ; Senior Grade, 1*s.* 9*d.* per 100 marks assigned to subject or section ; provided that in the case of any one student there shall not in any one year be paid, in the aggregate, in the Junior Grade a results fee greater than £3 10*s.* ; in the Middle Grade a results fee greater than £4 ; or in the Senior Grade a results fee greater than £5.

33. For the purposes of this rule, a school shall mean any educational institution (not being a school under the National Education Board) which affords classical or scientific education, or both, to pupils not exceeding eighteen years of age, of whom not less than ten shall have attended the school from the 1st of November, and shall have made one hundred attendances at the least in the period between that date and the last day of the month preceding the examination in respect to which the results fees are claimed.

34. Managers of schools claiming results fees shall send to the Board, when making their claim, a declaration in the form stated in the annexed Schedule B. All claims for results fees must be sent in on or before December 1st, in the year in respect of which such claims are made.

35. The decision of the Board on the title of any persons to, or upon the amount of, results fees, shall be final and conclusive.

Girls.

36. The Act, and these rules, except where modifications are specially indicated, shall apply and relate to the education of girls ; the examination of girls shall be held apart from that of boys, but on the same days. There shall not be any competition between girls and boys for exhibitions, prizes, medals, or prizes in books. The number of exhibitions to be awarded in each year to girls shall be determined in the same way as for boys.

General.

37. Non-compliance by the Board with any of these rules shall not render void any act of the Board ; and the Board may by order enlarge the time appointed by these rules for doing any act, and may make such order although the time appointed shall have expired.

38. All rules contained in the "Rules and Programme" for 1881 are hereby repealed.

Given under our Common Seal, this 28th day of October, 1881. L.S.

Present at Board Meeting when Seal was affixed—

ARTHUR HILL CURTIS, T. J. BELLINGHAM BRADY, } *Assistant Commissioners.*

* The scales of Results' Fees is liable to be reduced, if in the opinion of the Board the amount of funds at their disposal shall require a reduction to be made.

SCHEDULE A.

1. No student shall take out of the examination room any Answer Books whether used or unused.

2. No student shall remain in the examination room after his Answer Books shall have been given up to the Superintendent.

3. No student shall aid, or attempt to aid, another student; or obtain, or attempt to obtain, assistance from another; or communicate in any way with any other students in the examination room; or bring into the examination room, or have in his possession, while in such room, any slate, ruler, or mathematical instrument, or any books, notes, or paper whatsoever, save such Answer Books as shall be supplied by the Board, except at the examination in Drawing, with regard to which special instructions will be issued through the Superintendent, and at the Examination in Book-keeping, at which a ruler only will be allowed. Any student found violating this rule shall be liable to be expelled from the Examination Hall, and shall not be permitted to return during the same day.

4. Students are forbidden to damage the examination room or its furniture.

5. Students are bound in all matters relative to the examination to submit to the directions of the Centre Superintendent.

6. If any student shall be adjudged by the Board to have violated any of these rules, the Board shall have power to deprive him of marks in the subject or subjects in reference to which the offence has been committed, or even to deprive him of his examination altogether, according to the judgment the Board may form of the gravity of the offence, and also to publish his name in the Schedule of Results as having been deprived of his examination for having violated the rules.

SCHEDULE B.

FORM OF CLAIM FOR RESULTS FEES.

——GRADE—BOYS *or* GIRLS.

Name of school, stating whether endowed, public, or private, _____

_____

Name of Manager or Managers entitled to claim results fees, _____

_____

Postal Address, _____

Number of students who presented themselves for examination, and who were within the limits of age prescribed in Rule 5,

In the Junior Grade, _____

„ Middle „ _____

„ Senior „ _____

_____

Total, _____

"I declare as follows (1) that the foregoing particulars are correct, and that the students named in the annexed schedules—being those on account of whom results fees are claimed*—have *bona fide* attended the above-named school from on the 1st of November, ——, and that the number of attendances made by the several students from that date to the 31st day of May last inclusive, are correctly stated in said schedules, not more than one attendance being reckoned on the same day; (2) that the above-mentioned school is not under the National Board; and (3) that no pupil who has attended said school from the 1st of November last has been permitted to remain in attendance during the time of any religious instruction which the parents or guardians of such pupil have not sanctioned, and that the time for giving such religious instruction has been so fixed that no pupil who did not remain in attendance was excluded directly or indirectly from the advantages of the secular education given in the school."

Signature of claimant, _____

---

* If the number of students named in the schedules be less than 10, add here "together with not less than †—— other students, not exceeding eighteen years of age."

† Insert here a number which with number in schedules will amount to 10 at least.

WE, FRANCIS THOMAS DE GREY, EARL COWPER, Lord Lieutenant General and General Governor of Ireland, do hereby approve of the foregoing rules.

(Signed), COWPER.

Dated this 1st day of November, 1881.

Appendix II.

PROGRAMME OF EXAMINATIONS FOR 1882.

The Intermediate Education Board for Ireland, in pursuance and by virtue of the "Intermediate Education (Ireland) Act, 1878," do hereby, with the approval of His Excellency Francis Thomas De Grey, Earl Cowper, Lord Lieutenant General and General Governor of Ireland, determine that the following shall be the programme of examinations for the year 1882, in the junior, middle, and senior grades respectively.

JUNIOR GRADE.

Greek.*—*Maximum of marks*, 1,200.

	Marks.
1. Xenophon; *Anabasis* iv.	360
2. Grammar, comprising accidence and elements of syntax.	240
3. An easy passage or passages from some other Greek book for translation at sight; aid to be given by a vocabulary of unusual words.	240
4. Easy sentences for translation into Greek; the more difficult words being supplied.	240
5. Outlines of Grecian history to the end of the Persian wars. (Smith's *Smaller History of Greece.*)	120
	1,200

Latin.*—*Maximum of marks*, 1,200.

1. Cæsar; *de Bello Gallico*, V.	180	360
Ovid; *Selections* (E. S. Shuckburgh; *Macmillan & Co.*)	180	
2. Grammar, comprising accidence and elements of syntax, and prosody; scansion of elegiac metre.		240
3. Easy sentences for translatiou into Latin; the more difficult words being supplied.		240
4. An easy passage or passages from some prose Latin author for translation at sight.		240
5. Outlines of Roman history to the end of the first Punic war, B.C. 241. (Smith's *Smaller History of Rome*).		120
		1,200

* In Greek and Latin, in all grades, the paper on the specified books will contain passages to be translated into English, with questions in history and geography arising out of the subjects of the book selected.

ENGLISH.—*Maximum of marks*—1,200. Marks.

(A certain number of marks will be assigned to handwriting.)

1. Scott; *Lady of the Lake.* (Minute knowledge will not be expected of more than the first two cantos). 175
The Spectator; twenty numbers, viz. :—1, 2, 12, 34, 106, 108, 110, 112, 115, 117, 122, 123, 130, 131, 269, 329, 335, 517, 530, 549. 175 } 350

2. Grammar, including orthography, and parsing. 200

3. Geography; a general view of the earth, with the geography of Great Britain and Ireland, and the colonies (minute knowledge will be expected of the geography of Ireland); outlines of Physical Geography (Page's *Introductory Text Book*, i. to ix. inclusive.) 200

4. Outlines (*i.e.*, the succession of sovereigns and brief sketches of the chief events, with dates, in each reign) of the History of England to A.D. 1815. 250

5. A short composition. 200

1,200

FRENCH.—*Maximum of marks*, 700.

1. D'Aubigné; *Histoire de Bayard.* Chaps. 1 to 10 inclusive. (*Hachette et Cie.*) 200

2. A passage or passages from some other French work for translation at sight. 150

3. Grammar, including accidence and the elements of syntax. 200

4. Short sentences and passage for translation from English into French. 150

700

GERMAN.—*Maximum of marks*, 700.

1. Grimm's Märchen; *Wolf und sieben Geislein—Drei Spinnerinnen—Hänsel und Grethel—Aschenputtel—Frau Holle — Rothkäppchen — Einäuglein, Zweiäuglein, und Dreiäuglein.* 100

Grimm's Märchen; *Märchen von einem der auszog das Fürchten zu lernen—Berner Stadtmusikanten—Die kluge Else — Dornröschen — Schneewittchen — Rumpelstilzchen — Schneeweisschen und Rosenroth.* 100 } 200

2. A passage or passages from some other German work for translation at sight. 150

3. Grammar, including accidence and the elements of syntax. 200

4. Short sentences and passage for translation into German. 150

700

ITALIAN.—*Maximum of marks*, 500.

1. Gozzi; *Favole e Novelle* (Serie Prima). Mestica's selections. 75

Metastasio; *Giuseppe Riconosciuto.* 75 } 150

2. A passage or passages from some other Italian work for translation at sight. 100

3. Grammar, including accidence and the elements of syntax. 150

4. Short sentences and passage for translation into Italian. 100

500

CELTIC.—*Maximum of marks*, 600.

	Marks.
1. *Tóruidheacht Dhiarmuda agus Ghráinne.* Part II. (Published for the Society for the Preservation of the Irish Language.)	150
The exercise on this will consist of three parts, viz.:	
(1.) A passage for translation, half of which is to be translated word for word (*i.e.* in the exact order of the Gaelic words, whether the English makes sense or not), and the remainder in the usual way.	
(2.) A number of detached words, phrases, and idiomatic expressions, selected through the book, to be translated, and where necessary, explained grammatically.	
(3.) A number of questions to test the candidates' intelligence in the subject matter of the text.	
2. Grammar.	150
3. A passage or passages from an easy Gaelic author for translation at sight. (Help may be given by a vocabulary.)	80
4. Short English sentences for translation into Celtic. (Help may be given by a vocabulary.)	80
5. Outlines of the history of Ireland from the introduction of Christianity to A.D. 1172.	80
6. Gaelic Spelling (to be estimated from the whole of the candidate's exercise).	60
	600

N.B.—In case of grossly bad Gaelic spelling, the candidate may be wholly disqualified in Celtic.

MATHEMATICS.

Section ARITHMETIC.—*Maximum of marks*, 500.

Simple and compound rules, reduction.	100
Simple and compound proportion.	150
Vulgar and decimal fractions.	150
Practice and simple interest.	100
	500

Section BOOK-KEEPING.—*Maximum of marks*, 200.

Book-keeping by Double Entry—Definitions of the terms used—Form and object of the various books employed—Recording of business transactions—Posting, balancing, and closing the ledger—Balance sheets.	200

Section EUCLID.—*Maximum of marks*, 500.

Euclid, book i.	150
,, book ii.	100
,, book iii.	100
Easy deductions from books i. and ii.	150
	500

Section ALGEBRA.—*Maximum of marks*, 500. Marks.

The first four rules with factors.	100
Greatest common measure, least common multiple, and fractions.	150
Simple equations and easy problems on them.	150
Simultaneous equations of the first degree and easy quadratic equations.	100
	500

NATURAL PHILOSOPHY.—*Maximum of marks*, 500.

Measurement of mass, time, space, motion and force—The three states of matter—Principal characteristics of solids, liquids, and gases—General properties of bodies—Centre of gravity—Different states of equilibrium—The simple machines:—Lever, wheel and axle, inclined plane, wedge, screw, pulley—their construction and action, and the description of some of their forms in common use. 150

The laws of falling bodies, and the experimental illustrations of them—Attwood's machine—The pendulum, the principle of work, and its application to the simple machines. 150

Hydrostatics and Pneumatics. (Atkinson's translation of Ganot's *Popular Natural Philosophy*, Books i., ii., iii.) 200

500

CHEMISTRY.—*Maximum of marks*, 500.

Distinctions between chemical and physical changes—Modes of effecting chemical change—Chemical attraction, how distinguished—Distinctions between mechanical mixtures and chemical compounds—Elements and compounds—Analysis and synthesis—Constant composition and definite proportions—Equivalents, how determined—Electrolysis—of water—Hydrogen and oxygen gases, their preparation and properties—Specific gravities of elementary gases—Effects of changes of temperature and pressure on gases—Laws of Mariotte and of Charles—Simple exercises in correction of gaseous volumes—Avogadro's principle—Molecules—dual character of elementary molecules—Atoms—atomic weights of elementary gases, and molecular weights of compound gases, how determined—Simple exercises—Heat capacity of solid elements, how compared experimentally—Distinction of metals and non-metals—Electro-chemical relations—Chemical symbols—Formulæ how deduced—Empirical and rational formulæ—Atomicity—Equations—their uses—exercises in—Distinctions between acids, alkalies, and salts—Varieties of acids and bases—Simple and compound radicles—Oxides—varieties of—Preparation and properties of ozone—Allotropism—Isomerism—Synthesis of water—Gay Lussac's laws—Properties of water—Varieties of natural water—Peroxide of hydrogen—Nitrogen—Atmospheric air—its composition by volume and weight, how determined—impurities commonly present in, how detected—changes in

CHEMISTRY—*continued.* Marks.

caused by burning coals, gas, or candles—effects of animals and plants upon—Causes of uniform composition—Law of diffusion of gases—Acids and oxides of nitrogen—Multiple proportions—Ammonia—its chemical relations—its hydrate, chlorides, &c.,—Modes of chemical change—Berthollet's rules.

[N.B.—Knowledge of illustrative experiments is expected, and of the common mode of preparation and chief properties of the bodies named above.]

BOTANY (for Girls only).—*Maximum of marks*, 300.

The vegetable cell; its growth, development, and contents. Tissues, their formation and leading varieties. Roots, stems, leaves, and flowers. Natural orders to be specially studied:—Ranunculaceae, Cruciferae, Leguminosae, Rosaceae, Compositae.

The student should not only be acquainted with the leading characters of these natural orders, as stated in books, but should be familiar with typical British plants, of each order, in a natural state. (Oliver's *Lessons in Elementary Botany.*)

DRAWING.—*Maximum of marks* 500.

1. Elementary free-hand Drawing.	250
2. Elementary geometrical drawing. (Rawle's *Practical Geometry*, or Burchett's *Practical Geometry.*)	125
3. Elementary Perspective of Plane Figures. (Burchett's or Jewitt's *Perspective.*)	125
	500

Marks (Girls).	MUSIC (Theory of).—*Maximum of marks*, 300 *for Boys*, 500 *for Girls.*	Marks (Boys).
250	1. Notation, Time, Scales, Keys, Intervals, Accent.	150
50	2. Signs and words used to indicate Pace, and manner of performance.	30
100	3. Harmony. An easy exercise will be set in figured bass, introducing common chords, chords of the dominant seventh and their inversions.	60
100	4. Counterpoint in *two* parts of the *first* species.	60
500		300

The following books will be useful:—Novello's Primers: "*The Rudiments of Music*" (Cumming), "*Harmony*" (Stainer), "*Counterpoint*" (Bridge), or Troubeck and Dale's *Music Primer* (Clarendon Press Series).

MIDDLE GRADE.

GREEK.*—*Maximum of marks*, 1,200.

	Marks.
1. Plato; *Apology of Socrates.* 210 Homer; *Odyssey, Book IX.* 210	420
2. A passage or passages from some other Greek work or works for translation at sight.	240
3. Grammar and Homeric metre.	180
4. Short sentences for translation into Greek, the more difficult words being supplied.	240
5. Grecian history, from the end of the Persian Wars to the end of the Peloponnesian War. (*The Student's Greece.*)	120
	1,200

LATIN.*—*Maximum of marks*, 1,200.

1. Cicero; *In Q Caecilium Divinatio*, and *In C Verrem, Actio Prima.* 210 Virgil; *Æneid, Book V.* 210	420
2. A passage or passages from some other Latin work or works for translation at sight.	240
3. Grammar. Prosody, Virgilian scansion, Alcaic and Sapphic metres.	180
4. A passage of easy English prose for translation into Latin.	240
5. Roman history, from B.C. 241 to B.C. 168 (end of the third Macedonian War). (*The Student's Rome.*)	120
	1,200

ENGLISH.—*Maximum of marks*, 1,200.

(A certain number of marks will be assigned to hand writing.)

1. Shakespeare; *As You Like It.* (Rugby *Text.*) 175 Lamb; *Twenty Selected Essays of Elia*—(The South Sea House, Oxford in the Vacation, Christ's Hospital 35 Years ago, Mrs. Battle's Opinions on Whist, Witches and other Night Fears, My Relations, Mackery End, The Old Benchers, Dream Children, My First Play, Detached Thoughts on Books, Old Margate Hoy, The Sanity of True Genius, Captain Jackson, The Genteel Style in Writing, The Wedding, Old China, Poor Relations, Valentine's Day, The Praise of Chimney Sweepers.) 175	350
2. Grammar, including orthography and analysis.	125
3. A short composition.	225
4. The geography of Europe, and outlines of Physical Geography. (Page's *Introductory Text Book*, x. to end). An outline map will be given to be filled up by inserting the chief ranges of mountains, the chief towns, and the chief rivers of one of the countries of Europe.	150
5. History of England, from A.D. 1066 to 1485. (Smith's *Student's Hume* or Burke's *Abridgment of Lingard.*)	225
6. English Literature: *Dawn of the Drama; Shakespeare; the Shakespearian Dramatists; Milton;* (*Student's English Literature*, chaps. vi., vii., viii., xi.)	125
	1,200

* In Greek and Latin, in all grades, the paper on the specified books will contain passages to be translated into English, with questions in history and geography arising out of the subjects of the book selected.

FRENCH.—*Maximum of marks*, 700.

	Marks
1. Witt, Madame de, *née* Guizot; *Derrière les Haies* (*Hachette et Cie.*) 100 Stribe, Eugène; *Bertrand et Raton, ou l'Art de Conspirer.* (*Hachette et Cie.*) 100	200
2. A passage or passages from some other French work or works for translation at sight.	100
3. Grammar.	200
4. An easy passage of English for translation into French.	200
	700

GERMAN.—*Maximum of marks*, 700.

1. Frederike Bremer; *Die Nachbarn, Vol. I.*, Letters 1 to 5 inclusive.	100
Goethe; *Gedichte* (smaller school edition, by Dr. Shaefer, Stuttgart, 1877).	100
2. A passage or passages from some other work or works for translation at sight.	100
3. Grammar.	200
4. An easy passage of English for translation into German.	200
	700

ITALIAN.—*Maximum of marks*, 500.

1. Annibal Caro; *Lettere Scelte.* Marcucci's edition (pp. 1–88.) 75 Tasso; *Gerusalemme Liberata, cantos XI. and XII.* 75	150
2. A passage or passages from some other work or works for translation at sight.	150
3. Grammar.	100
4. An easy passage of English for translation into Italian.	100
	500

CELTIC.—*Maximum of marks*, 600.

1. *Foras Feasa air Eirinn.* Book I., Part I. (Published for the Gaelic Union). The exercise in this will consist of three parts, like the corresponding exercise for Junior Grade, which see.	150
2. Grammar.	120
3. A prose passage from a Gaelic work, for translation at sight. Help may be given by a vocabulary.	120
4. An easy passage for translation into Gaelic. Help may be given by a vocabulary.	80
5. Outlines of the history of Ireland from A.D. 1172 to 1558 inclusive.	80
6. Gaelic spelling (to be estimated from the whole of the candidate's exercise).	50
	600

N.B.—In case of grossly bad Gaelic spelling, the candidate may be wholly disqualified in Celtic.

Mathematics.

Section Arithmetic.—*Maximum of marks*, 500. Marks.

Junior Grade Course.	150
Square root and cube root.	100
Compound interest, profit and loss, stocks and shares, present worth and discount.	250
	500

Section Euclid.—*Maximum of marks*, 600.

Euclid, books i., ii., iii.	300
Euclid, book iv., with easy deductions from books i. to iv., inclusive.	300
	600

Section Algebra.—*Maximum of marks*, 600.

Junior Grade Course.	150
Involution, evolution, indices, and surds.	250
Quadratic equations. Problems to be solved by simple or quadratic equations.	200
	600

Natural Philosophy.—*Maximum of marks*, 500.

The Junior Grade Course.	100
Production and propagation of sound—Velocity of sound in different media—Reflection of sound—Intensity of sound—Music—Physical theory of music—Beats, resonance, transverse vibration of strings—Stringed instruments—Sound pipes, and wind instruments—Vibration of reeds—Vibration of rods and plates—Speech—Indirect methods of measuring the velocity of sound—Graphical methods of studying vibratory motions.	200
Effects of heat upon bodies—Thermometers, their construction and graduation—Different forms of thermometers—Coefficients of expansion of solids, liquids, and gases—Applications to the arts of the expansion produced by heat—Maximum density of water—Change of state produced by heat—Phenomena and laws of fusion, ebullition and evaporation—Latent heat—Freezing mixtures—Artificial production of ice—Vapours—Saturated and non-saturated vapours—Liquefaction of gases—Spheroidal state of liquids—Hygrometry—Different forms of hygrometers—Calorimetry—Methods of determining specific heat—Conduction and convection of heat—Radiation of heat—Laws of radiation—Radiating and absorbing powers of bodies—Dynamical theory of heat—Joule's equivalent.	200
	500

[Atkinson's translation of Ganot's *Popular Natural Philosophy*, Books i. to v. inclusive. Atkinson's translation of Ganot's *Physique*, Books i. to vi. inclusive.]

CHEMISTRY.—*Maximum of marks*, 500. Marks.

The subject matter prescribed for Junior Grade. 150

Hydrochloric acid—Aqua regia—Chlorine—Bleaching lime and allied compounds—Hypochlorous, chloric and perchloric acids and their common salts—Iodine and Bromine—Hydriodic and Hydrobromic acids—their common salts—Oxacids of Iodine and Bromine—Chemical analogies between the halogens and their compounds—Hydrofluoric acid—Simple metallic fluorides—Silicon fluoride—Hydrofluosilicic acid—Silicon hydride and chloride—silica and alkaline silicates—glass, varieties of—Carbon—varieties of—Carbon dioxide and monoxide—Carbonates—temporary "hardness" of water, how removable—Permanent "hardness"—Marsh gas—Olefiant gas—Acetylene—Coal gas—production and general characters—Combustion of carbon compounds, and the nature of flame—Davy's safety lamp—The blow-pipe, how used—Analogies of carbon and silicon compounds—Sulphur—varieties of—Sulphurous acid and hyposulphurous—Sulphuric acid—manufacture and properties—Sulphites and sulphates—Basicity of acids—how determined—Sodium thiosulphate—Antichlores—Analogies between sulphur and oxygen—Boracic acid—production—Borax—use as blow-pipe test—Boron trioxide—Boron fluoride and analogous compounds—Boron—relation to carbon and silicon group—Phosphorus—varieties of—hydrides and chlorides—oxides and acids—distinction of phosphoric acids—Sources of agricultural phosphates—Superphosphate of lime—manufacture and uses—Chemical analogies between nitrogen and phosphorus—Rare elements, selenium, tellurium, etc., only so far as relate to their sources and positions among non-metals—Chemical calculations—Tests for common acids. 350

500

[N.B.—Knowledge of illustrative experiments is expected, and of the common mode of preparation and chief properties of the bodies named above.]

BOTANY (for Girls only).—*Maximum of marks*, 400.

The Junior Grade Course. 150

The chemistry of plant life, and the physiological functions appertaining to the vegetable cell or tissues. The reproductive organs of the gymnosperms. The following natural orders:—Umbelliferae, Labiatae; Caryophyllaceas, Orchidaceae, Coniferae, Gramineae. 250

400

The student should not only be acquainted with the leading characters of these natural orders, as laid down in books, but should be familiar with typical British plants of each order in a natural state.

(Oliver's *Lessons in Elementary Botany.*)

DRAWING.—*Maximum of marks*, 500.

	Marks.
1. Advanced free-hand drawing.	250
2. Advanced geometrical drawing, including the construction of scales.	125
3. Linear perspective of vertical and horizontal plans, and simple solids. (Burchett's or Jowitt's *Linear Perspective.*)	125
	500

MUSIC (Theory of).—*Maximum of marks*, 300 *for Boys*, 500 *for Girls.*

Marks (Girls).		Marks (Boys).
	1. In addition to the Junior Grade Course, an exercise will be set in figured bass, introducing secondary (or non-dominant) chords of the seventh, and chords of the major and minor ninth, with their inversions.	120
200		
125	2. Counterpoint, in *three* parts, of the *first* species.	75
75	3. An exercise in transposition.	45
100	4. Outlines of the history of music.	60
500		300

In addition to the books named for Junior Grade Course, Rockstro's *History of Music.*

SENIOR GRADE.

GREEK.*—*Maximum of marks*, 1,200.

1. Isocrates; *Panegyricus.*	210	420
Euripides; *Troades.*	210	
2. A passage or passages from some other Greek work or works for translation at sight.		240
3. Grecian history, from B.C. 404 to B.C. 323 (death of Alexander the Great), and outlines of Greek literature and art. (*The Student's Greece.*)		120
4. Grammar, and the structure of the Iambic trimetor.		120
5. A short passage of English prose to be translated into Greek.		300
		1,200

LATIN.*—*Maximum of marks*, 1,200.

1. Livy; *Book I.*	210	420
Horace; *Satires, Book I.*, 1, 6, 9; *Book II.*, 1, 2, 4, 6, 8.	210	
2. A passage or passages from some other Latin work or works for translation at sight.		240
3. A passage of English prose for translation into Latin.		200
4. A passage of English verse for translation into Latin verse.		100
5. Roman history, from B.C. 168, to B.C. 78 (death of Sulla), and outlines of Roman literature and art. (*The Student's Rome.*)		120
6. Grammar, metre, and prosody.		120
		1,200

*In Greek and Latin, in all grades, the paper on the specified books will contain passages to be translated into English, with questions in history and geography arising out of the subjects of the book selected.

ENGLISH.—*Maximum of marks*, 1,200.

	Marks.
(A certain number of marks will be assigned to hand-writing.)	
1. Milton: *Samson Agonistes.*	200
Johnson; *Lives of Dryden and Pope.*	100 } 300
2. Composition.	250
3. English history from 1485 to 1688. (*Smith's Student's Hume* or Burke's *Abridgment of Lingard.*)	250
4. The geography of Asia.	150
5. Trench's *English Past and Present*, 11th edition.	150
6. English literature. *The Age of the Restoration; Pope, Swift, and the Augustan Poets; Byron, Moore, Shelley, Keats, Campbell, Leigh Hunt, and Walter Savage Landor* (*Student's English Literature*, chaps. xii., xv., xxi.)	100
	1,200

FRENCH.—*Maximum of marks*, 700.

1. Maistre, Xavier de; *Voyage autour de ma Chambre* (*Hachette et Cie.*)	
Corneille; *Cinna.*	100 } 200
2. A passage or passages from some other French work or works for translation at sight.	175
3. Grammar.	125
4. A passage of English prose for translation into French.	200
	700

GERMAN.—*Maximum of marks*, 700.

1. Schiller; *Der dreissigjährige Krieg, Book IV.*	
Uhland's *Ausgewählte Gedichte*, (School edition, by Dr. Schaefer, Stuttgart, 1877.)	100 } 200
2. A passage or passages from some other German work or works for translation at sight.	175
3. Grammar.	125
4. A passage of English prose for translation into German.	200
	700

ITALIAN.—*Maximum of marks*, 500.

1. Machiavelli; *Discorsi sopra la Prima Deca di Tito Livio*, libro secondo.	
Alfieri; *Agide.*	75 } 150
2. A passage or passages from some other Italian work or works for translation at sight.	100
3. Grammar.	100
4. A passage of English prose for translation into Italian.	150
	500

CELTIC.—*Maximum of marks*, 600.

1. *Imtheacht na Tromdhàimhe* to page 95, omitting the poetry. (Transactions of the Ossianic Society, Vol. V.) The exercise in this will consist of three parts, like the corresponding exercise for Junior Grade, which see.	180
2. Grammar.	100
3. A passage from a Gaelic author for translation at sight.	100

Celtic—*continued.*	Marks
4. A passage of English for translation into Gaelic.	100
5. Gaelic spelling (to be estimated from the whole of the candidate's exercise).	60
N.B.—In case of grossly bad Gaelic spelling, the candidate may be wholly disqualified in Celtic.	
6. Celtic Literature. (O'Curry's *Lectures on the MS. Materials of Ancient Irish History.*) First four Lectures.	60
	600

Mathematics.

Section Euclid.—*Maximum of marks*, 500.

Euclid, books i., ii., iii., iv.	150
,, Definitions of book v., and book vi.	150
Deductions from books i. to iv. inclusive, and from book vi.	200
	500

Section Algebra and Arithmetic.—*Maximum of marks*, 700.

Arithmetic in all its branches.	200
Algebra, Middle Grade Course.	200
Permutations, combinations, and binomial theorem.	150
Summation of series, simultaneous equations and elimination.	150
	700

Section Plane Trigonometry.—*Maximum of marks*, 600.

Plane Trigonometry to the solution of Plane Triangles.

Section Elementary Mechanics.—*Maximum of marks*, 400.

(Magnus, *Lessons in Elementary Mechanics.*)

Natural Philosophy.—*Maximum of marks*, 500.

The Middle Grade Course.	125
Propagation of light—Formation of shadows—Intensity of light (photometers)—Velocity of light—Methods of determining the velocity of light—Laws of reflection of light (formation of images in plane and curved mirrors)—Laws of refraction of light (formation of images by lenses)—Indices of refraction—Dispersion of light (spectroscope)—Achromatic lenses—Simple and compound microscope—Telescopes—Structure of the eye (long and short sight, uses of spectacles)—Stereoscope.	175
Magnets, magnetic and non-magnetic substances—Duality of magnetism — Laws of magnetic action — Terrestrial magnetism (declination dip)—Electric duality—Conductors and non-conductors—Laws of electric action (Coulomb's balance)—Frictional electricity—Distribution of electricity on conductors (power of points, lightning conductors)—Electrostatic induction (electroscopes, electrometers, Faraday's ice pail experiment, Leyden jar, frictional electrical machines, electrophorus, Carre's electrical machine)—Electric	

NATURAL PHILOSOPHY—*continued.*

discharges—Current electricity; different forms of Voltaic batteries — Constant batteries — Electro-motive force — Potential magnetic, heating and chemical effects of the current—Galvanometer—Voltameter—Ohm's law—Electrolysis — Electro-dynamics — Electro-magnets—Telegraphs—Induced currents—Gramme's magneto-electric machine—Induction coils — Thermopiles — Telephones and microphones. 200

Marks.

500

(Atkinson's translation of Ganot's *Popular Natural Philosophy.* Atkinson's translation of Ganot's *Physique.*)

CHEMISTRY.—*Maximum of marks,* 500.

The Middle Grade Course. 150

Arsenic—oxides of—Arsenious and Arsenic acids—Hydrides and chlorides of arsenic—Antimony—oxides and antimonic acid—tartrate—sulphides—hydride and chlorides—Bismuth—oxides—nitrates and chlorides—sulphides—Chemical relations of arsenic, antimony, and bismuth, with nitrogen and phosphorus—Tin—extraction from tinstone—Stannous and stannic chlorides, oxides and sulphides—Uses of salts in dyeing—Gold—washing and extraction by amalgamation—Composition of gold coin (British)—Auric and aurous chlorides—Purple of Cassius—Platinum—extraction — Deville's process — Platinic and platinous chlorides—Mercury—extraction of—Mercuric sulphate—Mercuric and mercurous nitrates, oxides, sulphides, iodides, and chlorides, their distinctive characters—Amalgams—Copper, extraction from pyrites—Electro-type—Alloys—Bronze coinage—Copper sulphate, carbonate and nitrate—Cupric and cuprous oxides, sulphides and chlorides, their distinctive characters—Silver, extraction, amalgamation and cupellation — Composition of silver coinage (British) — Argentic Nitrate, oxide, sulphide, chloride, iodide and bromide — Functions of silver salts in photography — Argentous oxide and chloride—Lead, extraction of—separation of silver from—common alloys of— action of water on —Lead oxides—nitrate—acetates—"White Lead," "Chrome Yellow" — Sulphate — sulphide, chloride and iodide — Chromates of potassium—Chromic acid and anhydride—reduction of—Chrome alums, chrome hydrate and oxide—Chromic chloride and oxychlorides—Manganate and permanganate of potassium—Manganese oxides—sulphate and chloride—Iron—reduction from clay-ironstone and hæmatite—Conversion of cast iron into wrought iron and steel—Iron oxides, sulphides, sulphates and chlorides—Prussian blue—Cobalt and nickel—Sulphates; nitrates and chlorides—Cobalt blue—Alloys of nickel—Aluminum—oxide—chloride—Clays—Porcelain—Alums—uses of salts in dyeing—Ultramarine—Extraction of zinc and cadmium—Zinc oxide — Sulphide, sulphate, carbonate and chloride — Magnesium—Sulphate, carbonate oxide, chloride—Calcium carbonate—oxide—Lime burning—Mortar and cements—

CHEMISTRY—*continued.*

Marks.

Chloride — Plaster of Paris — Strontium and barium carbonates, oxides, nitrates, sulphates and chlorides—sources of—Common salt, manufacture of salt-cake and soda ash — Sodium hydrate and carbonates — Potassium—carbonates—caustic potash—Sulphates of—Nitrate—gunpowder—Chloride, iodide, and bromide of—Preparation of sodium and potassium — Ammonium salts — Simple crystalline forms—Law of Isomorphism—Rare metals, palladium, vanadium, etc., only so far as relate to their sources and positions among the metals. Mendelejeff's classification of the elements—Calculations—Tests for the common metals. 350

500

[N.B.—Knowledge of illustrative experiments is expected, and of the common mode of preparation and chief properties of the bodies named above.]

BOTANY (for Girls only).—*Maximum of marks*, 200.

The Middle Grade course. 75

The following natural orders:—Filices, Equisetaceae, Lycopodiaceae, Fungi, Algae. 125

200

The student should not only be familiar with the leading characters of these natural orders, as stated in books, but should be acquainted with typical British plants of each order, in a natural state.

ANIMAL PHYSIOLOGY (for Girls only).—*Maximum of marks*, 200.

Alimentation, circulation, respiration, and locomotion.

The special senses of touch, taste, smell, sight and hearing. 200

DRAWING.—*Maximum of marks*, 500.

1. Object drawing in light and shade from models or objects in general use of well defined forms. 300

2. Plans, sections, and elevations of the simple geometrical solids. 200

500

MUSIC (Theory of).—*Maximum of marks*, 300 *for Boys*, 500 *for Girls.*

Marks (Girls).		Marks (Boys).
	1. In addition to junior and middle grade course, an exercise will be set in figured bass, introducing chords of the *eleventh* and *thirteenth* major and minor; also dissonances by *suspension.*	
175		100
100	2. Counterpoint in *four* parts of the *first* species.	60
75	3. An exercise in transposition.	50
100	4. Musical Forms.	60
50	5. History of Music (*Rockstro*).	30
500		300

(In addition to books named for Junior and Middle Grades—Novello's Primer, "*Musical Forms*," Pauer.)

NOTES ON THE PROGRAMME.

1. It is to be distinctly understood that the text-books mentioned within brackets in the programme are not prescribed, or even recommended: they are introduced simply for the purpose of indicating approximately the *amount of matter* in which the examination will be held.

2. Knowledge of the prescribed authors in the various languages, in all grades, will be tested by questions in parsing, prosody, analysis, literature, history, and geography, naturally arising out of the text. In Greek, Latin, and Modern Languages, passages will be set for translation.

3. The passages for translation at sight will be chosen of a style and character similar to those of the authors prescribed in the same grade.

4. In all papers on ancient history easy questions may be set on geography as illustrating the history.

Given under our Common Seal this 28th day of October, 1881.

L.S.

Present at Board Meeting when Seal was affixed

ARTHUR HILL CURTIS, T. J. BELLINGHAM BRADY, } *Assistant Commissioners.*

WE, FRANCIS THOMAS DE GREY, EARL COWPER, Lord Lieutenant General and General Governor of Ireland, do hereby approve of the foregoing programme of examinations for 1882.

(Signed), COWPER.

Dated this 1st day of November, 1881.

APPENDIX III.

LIST of EXAMINERS prepared by the COMMISSIONERS, pursuant to No. 4 of the Rules of the BOARD, from which a sufficient number will be selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1882.

GREEK AND LATIN.

Boulger, Vaughan, M.A. (Dub.), Professor of Greek, Queen's College, Cork.
Browne, Rev. Robert, St. Patrick's College, Maynooth.
Butler, Rev. M. J. T., B.A., B.D., Clonliffe College.
Cox, Rev. William Albert, M.A. (Cantab.), Fellow, St. John's College, Cambridge.
Daniell, F. H. Blackburne, M.A. (Cantab.), Ex-Fellow, Trin. Coll., Cambridge.
Davies, John F., M.A. (Dub.), Professor of Latin, Queen's College, Galway.
Dougan, T. W., (London), M.A., Fellow, St. John's College, Cambridge.
Dowdall, Rev. Launcelot D., LL.B. (Dub.), M.A. (Oxon.)
Erskine, Wm., B.A. (Dub.), Sen. Mod., T.C.D.
Fetherstonhaugh, Godfrey, B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.
Godley, A. D., B.A. (Oxon.)
Hamilton, Chas. G., M.A. (Dub.), Sen. Mod., T.C.D.

Healy, Rev. John, Prof. of Theology, St. Patrick's College, Maynooth.
Holden, Rev. H. A., LL.D., Ex-Fellow, Trinity College, Cambridge, Head Master of Ipswich School.
Joynt, John W., M.A. (Dub.), 1st Senior Moderator, T.C.D., University Student.
Kelly, Rev. J. J.
Leech, Henry Brougham, M.A. (Dub.), Ex-Fellow, Gonville and Caius College, Cambridge.
Macaulay, Rev. Charles, B.D., St. Patrick's College, Maynooth.
MacMaster, James, M.A. (Q.U.I.), Professor of Greek and Latin, Magee College, Londonderry.
Maguire, Thomas, LL.D. (Dub.), F.T.C.D.
Montgomrey, Malcolm, B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.
Moss, William, M.A. (Cantab.), Assistant Master, Charterhouse School.
O'Farrell, Edward, B.A. (Dub.), Mod., T.C.D.
Ornsby, Robert, M.A. (Oxon.), Ex-Fellow, Trin. Coll., Oxford, Professor of Greek and Latin Literature, Catholic University, Dublin.
Palmer, Arthur, M.A. (Dub.), F.T.C.D., Professor of Latin, University of Dublin.
Ridgeway, William, M.A. (Dub.), Fellow, Gonville and Caius College, Cambridge.
Roberts, Theodore M., M.A. (Dub.), Sen. Mod., T.C.D.
Ryder, Rev. Alex. R., M.A. (Dub.), Mod., T.C.D.
Scannell, Rev. M., St. Patrick's College, Maynooth.
Stack, Rev. Thomas, M.A. (Dub.), S.F.T.C.D.
Stewart, James, M.A. (Cantab.), Professor of Greek and Latin Languages, Catholic University, Dublin.
Tyrrell, Robert Y., M.A. (Dub.), F.T.C.D., Professor of Greek, University of Dublin.
Wilkins, Aug. S., M.A. (Lond. and Cantab.), Professor of Latin and Comparative Philology, Owens College, Manchester.

ENGLISH.

Armstrong, George F., M.A. (Dub.), Professor of History and English Literature, Queen's College, Cork.
Bailey, William F., B.A. (Dub.), 1st Sen. Mod., T.C.D.
Barry, Louis Aug., LL.B. (Dub.), 1st Sen. Mod., T.C.D.
Brown, Samuel Lombard, B.A. (Q.U.I.)
Carmichael, Rev. Frederick F., LL.D. (Dub.)
Cherry, Richard R., B.A. (Dub.), Sen. Mod., T.C.D.
Dougherty, Rev. J. B., M.A. (Q.U.I.), Professor of Logic, Magee College, Londonderry.
Graham, Wm., M.A. (Dub.)
Kehoe, Daniel, B.A (Dub.), Senior Moderator, T.C.D.
Lyster, Thomas W., M.A. (Dub.), 1st Senior Moderator, T.C.D., Assistant Librarian, National Library of Ireland.
M'Donald, Rev. Walter, St. Patrick's College, Maynooth.
Nicolls, Archibald J., LL.B. (Dub.)
O'Carroll, J. F., B.A., Catholic University, Dublin.
O'Rourke, Rev. H. B., D.D., Professor of English Rhetoric and French, St. Patrick's College, Maynooth.
Owens, Rev. R., St. Patrick's College, Maynooth.
Park, John, M.A. (Q.U.I.), Professor of Logic and Metaphysics, Queen's College, Belfast.
Pulling, Frederick S., M.A. (Oxon.).

Scratton, Thomas, B.A. (Oxon.), Professor of Grammar, Catholic University, Dublin.
Shaw, James J., M.A. (Q.U.I.), Ex-Professor of Political Economy, University of Dublin.
Sheldon, C., D.LIT., M.A., B.Sc. (London)
Willson, Rev. Thomas B., M.A. (Dub.), 1st Sen. Mod., T.C.D.
Yonge, Charles Duke, M.A. (Oxon.), Professor of History and English Literature, Queen's College, Belfast.

French.

Amours, F. J., Bachelier-es-Lettres, French Master, Glasgow Academy.
Barbier, Georges E., Editor, *La Semaine Française.*
Barbier, Paul E. E., Foreign Master, Manchester Grammar School.
Barlet, S., B.Sc. (Univ. Gall.)
Boielle, James, B.A. (Paris)
Bué, Jules, Honorary M.A. (Oxon.), Tailorian Teacher, Oxford.
Buisson, B., M.A. (Paris)
Cogery, A., Bachelier-es-Lettres (Paris), Examiner in French, Trinity College, London.
D'Auquier, Rev. E. C., B.A. (Cantab.), Head Master, South-Eastern College, Ramsgate.
D'Auquier, T. C., Senior French Master, Manchester Grammar School.
Massé, J. F. P.
Nash, George B. H., B.A. (Paris)
O'Ryan, O., M.A. (Q.U.I.), Professor of Modern Languages, Queen's College, Cork.
Pahud, A. A., B.A. (Paris)

German.

Buchheim, C. A., PH.D., Examiner in German, University of London, &c.
Drœge, F., PH.D., Graduate of University of Berlin, German Master, Dulwich College.
Goegg, Egmond, B.A., (Geneva), Teacher of Modern Languages, King's School, Chester.
Heinemann, N., PH.D., Professor of Grammar, Crystal Palace School of Art, &c.
Kemshead, Chaloner.
Lentzner, Carl.
Passawer, E., LL.D., Head Master, Masonic High School, London.
Selss, Albert M., M.A. (Dub.), Sen. Mod., T.C.D., PH.D., Professor of German, University of Dublin.

Italian.

Dalmazzo, Giuseppe, D. Litt. (Turin), Lecturer in Italian, Trinity College, London.
M'Carthy, Rev. B., D.D.
Pistrucci, V., Professor of Italian, King's College, London.
Ricci, Luigi, Professor, City of London College, and Examiner to H. M. Civil Service Commission.

Celtic.

Bourke, Rev. Ulick J. (Canon), P.P.
Joyce, Patrick W., LL.D. (Dub.), Professor, National Board of Education.
Murphy, Rev. James E. H., M.A. (Dub.), Ex-Siz., Bedell Sch., T.C.D.
O'Carolan, James H., Wesley College, Dublin.

Mathematics.

Allen, Rev. A. J. C., M.A. (Q.U.I.), B.A. (Cantab.), Senior Wrangler, Cambridge.
Aldis, W. S., A.M. (Cantab.), Senior Wrangler, Cambridge, Principal, College of Physical Science, Newcastle-on-Tyne.
Anglin, A. H., M.A. (Q.U.I.), B.A. (Cantab.), F.R.S.E.
Burnside, Wm. S., M.A. (Dub.), F.T.C.D., Prof. of Mathematics, Univ. of Dublin.
Coates, W. M., B.A. (Dub.), Sen. Mod., T.C.D.
Crofton, Morgan W., B.A. (Dub.), F.R.S., Professor of Mathematics, R. M. Academy, Woolwich.
Edwards, Joseph, B.A. (Cantab.), Ex-Fellow, Sidney College, Cambridge.
Goneso, R. W., M.A. (Cantab.), Professor of Mathematics and Natural Philosophy, University College of Wales, Aberystwith.
Gibbons, F. B. de M., B.A. (Cantab.), Fellow, Gonville and Caius College, Cambridge.
Graham, Christopher, M.A. (Dub.), B.A. (Cantab.), 1st Sen. Mod., T.C.D., Fellow, Gonville and Caius College, Cambridge.
*Graham, Wm., M.A. (Dub.)
Hill, Rev. E., M.A. (Cantab.), Fellow and Tutor, St. John's College, Cambridge.
Hudson, Wm. H. H., M.A. (Cantab.), Professor of Mathematics, King's College, London.
Kavanagh, James W., Professor of Elementary Mathematics, Catholic University, Dublin.
Larmor, Joseph, M.A. (Q.U.I.), B.A. (Cantab.), Senior Wrangler, Cambridge, Professor of Natural Philosophy, Queen's College, Galway.
Leebody, John R., M.A. (Q.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.
Lendesdorf, C., M.A. (Oxon.), Fellow and Mathematical Lecturer, Pembroke College, Oxford.
M'Cay, William S., M.A. (Dub.), F.T.C.D.
Magnus, Philip, B.A., B.Sc. (London)
Malet, John C., M.A. (Dub.), Professor of Mathematics, Queen's College, Cork.
O'Donnell, Rev. Patrick, Professor, St. Patrick's College, Maynooth.
Panton, Arthur W., M.A. (Dub.), F.T.C.D.
Roberts, William R., M.A. (Dub.)
Shaw, George F., LL.D. (Dub.), F.T.C.D.
Steggall, J. E. A., M.A. (Cantab.), Fielden Lecturer in Mathematics, Owens College, Manchester.
Stokes, W. F., B.A. (Cantab.), Fellow, Sidney College, Cambridge.
Stubbs, Rev. John William, D.D. (Dub.), F.T.C.D.
Tarleton, Francis A., LL.D. (Dub.), F.T.C.D.
Townsend, Rev. Richard, M.A. (Dub.), F.T.C.D.
Traill, Anthony, LL.D., M.D. (Dub.), F.T.C.D.

Arithmetic and Book-keeping.

Boylan, Rev. Andrew, Bursar, St. Patrick's College, Maynooth.
Coates, Charles V., M.A. (Q.U.I.), B.A. (Cantab.)
Dowd, Rev. James, B.A. (Dub.), Senior Moderator, T.C.D.

* Also on the List in English.

Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumcondra.
Irwin, Rev. C. King, jun., D.D. (Dub.)
MacBeth, Rev. John, LL.D. (Dub.)
Oakeley, H. E., M.A. (Cantab.), Ex-Fellow and sometime Senior Mathematical Lecturer, Jesus' College, Cambridge.
O'Brien, Edward T., Accountant, Mining Company of Ireland.
O'Sullivan, Daniel, PH.D., Professor, National Board of Education.
Oram, John E., M.A., B.E., Ex-Professor of Mathematics, &c., University of Windsor, N.S.
Tristram, Rev. John W., B.A. (Dub.), Sen. Mod., T.C.D., Diocesan Inspector, and Secretary, Board of Education.
Whitton, Frederick A., Accountant, Representative Church Body.

Natural Philosophy.

Atkinson, Edmund, PH.D., Professor of Chemistry and Natural Philosophy, Royal Military College, Sandhurst.
Anderson, P. J., M.A. (Aberdeen), LL.B. (Edinburgh)
Ball, Robert S., LL.D. (Dub.), F.R.S., Astronomer Royal of Ireland.
Baynes, Robert E., M.A. (Oxon.), Lee's Reader in Physics, Christ Church, Oxford.
Coffey, George, B.A. (Dub.), Senior Moderator, T.C.D.
Doherty, J. J., LL.B. (Dub.), Senior Moderator, T.C.D.
Donnelly, Thomas, M.A., M.B. (Dub.), Sen. Mod., T.C.D.
England, John, M.A. (Dub.), Professor of Natural Philosophy, Queen's College, Cork.
*Larmor, Joseph, M.A. (Q.U.I.), B.A. (Cantab.), Senior Wrangler, Cambridge, Professor of Natural Philosophy, Queen's College, Galway.
Moore, Hugh Keys, B.A. (Dub.), 1st Sen. Mod., T.C.D.
†Oram, John E., M.A., B.E, Ex-Professor of Mathematics, &c., University of Windsor, N.S.
Reinold, A. W., M.A. (Oxon.), Professor of Physic, Royal Naval College, Greenwich.
Roberts, James, B.A. (Dub.), Senior Moderator, T.C.D.
Scott, A. W., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, Cardiganshire.
Slatter, G. W., A.R.C.Sc., Science Master, The Salt Schools, Shipley, Yorks.
Whipple, G. M., B.Sc. (London)

Chemistry.

Barff, F. S., M.A. (Cantab.)
Buick, Rev. George R., M.A. (Q.U.I.)
Campbell, J., M.B., (Dub.), Professor of Chemistry, Catholic University, Dublin.
Cook, E. H., B.Sc. (London)
Davy, Edmund W., M.A., M.D. (Dub.)
Humpidge, T. S., PH.D., B.Sc. (London), Professor of Natural Science, University College of Wales, Aberystwith.
Marsden, R. Sydney, D.Sc. (London), F.R.S.E.
Moss, Richard J., F.C.S., Professor of Chemistry, Royal Dublin Society.
Reynolds, James Emerson, M.D. (Dub.), F.R.S., Professor of Chemistry, University of Dublin.

* Also on the list in Mathematics.
† Also on the list in Arithmetic and Book-keeping.

Botany and Animal Physiology.

Boulger, G. S., F.L.S., F.G.S.
Hamilton, Rev. Thomas, M.A. (Q.U.I.)
Melville, Alex. G., M.D. (Edin.), M.R.C.S.E., Professor of Natural History, Queen's College, Galway.
Wright, Edward Perceval, M.D. (Dub.), Professor of Botany, University of Dublin.

Drawing.

Bowler, H. A., Inspector and Assist. Director, Art Division, Science and Art Department, South Kensington.
Harris, Robert, Art Master, St. Paul's School, London.
Lindsay, Thomas M., Drawing Master, Rugby School.
Lyne, Robert Edwin, Head Master, School of Art, Dublin.
Pritchard, Z., Head Master, School of Art, Manchester Grammar School.
Vinter, J. A.

Theory of Music.

Alcock, W. B., MUS.B. (Oxon.)
Croft, Hamilton.
Dunne, John, MUS.D. (Dub.)
Garrett, George, M.A., MUS.D. (Cantab.)
Holloway, Arthur S., PH.D., MUS.B. (Oxon.)
Jozé, T. R. G., MUS.D. (Dub.)
Quin, Francis.
Smith, Joseph, MUS.D. (Dub.)

Appendix IV.

List of Examiners selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1882.

Greek and Latin.

Browne, Rev. Robert, St. Patrick's College, Maynooth.
Davies, John F., M.A. (Dub.), Professor of Latin, Queen's College, Galway.
Joynt, John W., M.A. (Dub.), 1st Senior Moderator, T.C.D., University Student.
MacMaster, James, M.A. (Q.U.I.), Professor of Greek and Latin, Magee College, Londonderry.
Maguire, Thomas, LL.D. (Dub.), F.T.C.D.
Ornsby, Robert, M.A. (Oxon.), Ex-Fellow, Trin. Coll., Oxford, Professor of Greek and Latin Literature, Catholic University, Dublin.
Stack, Rev. Thomas, M.A. (Dub.), S.F.T.C.D.
Stewart, James, M.A. (Cantab.), Professor of Greek and Latin Languages, Catholic University, Dublin.
Tyrrell, Robert Y., M.A. (Dub.), F.T.C.D., Professor of Greek, University of Dublin.

English.

Armstrong, George F., M.A. (Dub.), Professor of History and English Literature, Queen's College, Cork.
Boulger, Vaughan, M.A. (Dub.), Professor of Greek, Queen's College, Cork.

Brown, Samuel Lombard, B.A. (Q.U.I.)
Carmichael, Rev. Frederick F., LL.D. (Dub.)
Cherry, Richard R., B.A. (Dub.), Sen. Mod., T.C.D.
Dougherty, Rev. J. B., M.A. (Q.U.I.), Professor of Logic, Magee College, Londonderry.
Graham, Wm., M.A. (Dub.)
Nicolls, Archibald J., LL.B. (Dub.)
Owens, Rev. R., St. Patrick's College, Maynooth.
Scratton, Thomas, B.A. (Oxon.), Professor of Grammar, Catholic Univ., Dublin.
Willson, Rev. Thomas B., M.A. (Dub.), 1st Sen. Mod., T.C.D.
Yonge, Charles D., M.A. (Oxon.), Professor of History and English Literature, Queen's College, Belfast.

French.

Amours, F. J., Bachelier-es-Lettres, French Master, Glasgow Academy.
Barbier, Georges E., Editor, *La Semaine Française.*
Boielle, James, B.A. (Paris)
Cogery, A., Bachelier-es-Lettres (Paris), Examiner in French, Trinity College, London.

German.

Selss, Albert M., M.A. (Dub.), Sen. Mod., T.C.D., PH.D., Professor of German, University of Dublin.

Italian.

Pistrucci, V., Professor of Italian, King's College, London.

Celtic.

Joyce, Patrick W., LL.D. (Dub.), Professor, National Board of Education.

Mathematics.

Allen, Rev. A. J. C., M.A. (Q.U.I.), B.A. (Cantab.), Senior Wrangler, Cambridge.
Coates, W. M., B.A. (Dub.), Sen. Mod., T.C.D.
Crofton, Morgan W., B.A. (Dub.), F.R.S., Professor of Mathematics, R. M. Academy, Woolwich.
Kavanagh, James W., Professor of Elementary Mathematics, Catholic University, Dublin.
Larmor, Joseph, M.A. (Q.U.I.), B.A. (Cantab.), Senior Wrangler, Cambridge, Professor of Natural Philosophy, Queen's College, Galway.
Leebody, John R., M.A. (Q.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.
Malet, John C., M.A. (Dub.), Professor of Mathematics, Queen's College, Cork.
Panton, Arthur W., M.A. (Dub.), F.T.C.D.
Tarleton, Francis A., LL.D. (Dub.), F.T.C.D.
Townsend, Rev. Richard, M.A. (Dub.), F.T.C.D.
Traill, Anthony, LL.D., M.D. (Dub.), F.T.C.D.

Arithmetic and Book-keeping.

Coates, Charles V., M.A. (Q.U.I.), B.A. (Cantab.)
Dowd, Rev. James, B.A. (Dub.), Senior Moderator, T.C.D.
Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumcondra.
Irwin, Rev. C. King, jun., D.D. (Dub.)
O'Brien, Edward T., Accountant, Mining Company of Ireland.

Natural Philosophy.

Ball, Robert S., LL.D. (Dub.), F.R.S., Astronomer Royal of Ireland.
Coffey, George, B.A. (Dub.), Senior Moderator, T.C.D.
Scott, A. W., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, Cardiganshire.

Chemistry.

Reynolds, James Emerson, M.D. (Dub.), F.R.S., Professor of Chemistry, University of Dublin.

Botany and Animal Physiology.

Hamilton, Rev. Thomas, M.A. (Q.U.I.)

Drawing.

Harris, Robert, Art Master, St. Paul's School, London.
Lindsay, Thomas M., Drawing Master, Rugby School.
Vinter, J. A.

Theory of Music.

Jozé, T. R. G., MUS.D. (Dub.)
Quin, Francis.
Smith, Joseph, MUS.D. (Dub.)

Appendix V.

Intermediate Education (Ireland) Act, 1882.

45 & 46 Vict., Chapter 69.

A.D. 1882.

An Act to amend the Intermediate Education (Ireland) Act, 1878.

[18th August, 1882.]

41 & 42 Vic., c. 66.

Whereas by the eighth section of the Intermediate Education (Ireland) Act, 1878, it is amongst other things enacted that the annual income arising from the amount by said Act directed to be provided for the use of the Board shall, so far as the same shall not in each or any year require to be so applied, be invested by the Board by way of accumulation in the purchase of Government securities :

And whereas there was a surplus of the annual income for the years one thousand eight hundred and seventy-nine and one thousand eight hundred and eighty over and above the amount which in said years respectively was required to be applied for the purposes of said Act, but

the annual income for the year one thousand eight hundred and eighty-one was insufficient for the purposes of said Act: A.D. 1882.

And whereas it is expedient to empower the Board of Intermediate Education for Ireland to apply the surplus income for the said years one thousand eight hundred and seventy-nine and one thousand eight hundred and eighty towards making good the deficiency for the year one thousand eight hundred and eighty-one, and otherwise to amend the said Act:

Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

1. This Act may be cited as the Intermediate Education (Ireland) Act, 1882. Short Title.

2. It shall be lawful for the Board to apply the surplus income, which in the years one thousand eight hundred and seventy-nine and one thousand eight hundred and eighty arose from the securities vested in the Board, and which now remains after satisfying the purposes of the Act for the said years respectively, to the purposes of the said Act for the year one thousand eight hundred and eighty-one. Application of surplus income for 1879 and 1880 towards deficiency for 1881.

3. In the event of the income of the Board being in the present or any future year more than sufficient to answer the purposes of said Act for such year, it shall be lawful for the Board to apply in whole or in part the surplus income of each year, not required to be applied to the purposes of said Act during said year, for or towards the purposes of the said Act in or for any other year or years. Application of future surplus.

4. It shall not be lawful for the Board to anticipate in one year the income of any future year, but this enactment shall not prevent the hiring of any office, the assignment of salary to any officer, the grant of exhibitions, or any other like act in one year which involves a periodical payment not only in the said year, but in future years. Prohibition on anticipation of income.

Appendix VI.

Extracts from the Examiners' Reports, 1882.

Greek.

"In the Junior Grade, while there was a fair amount of excellence, there was a very great deal, indeed, of deficiency, especially in grammar—very considerably above one-third of the candidates having failed to gain 20 per cent. of the marks assigned to grammar in a paper certainly not erring on the side of hardness.

"I account for the failure of so many candidates by assuming that many boys are sent in who are considerably under sixteen. I am confirmed in this assumption by the handwriting and forms of speech of many.

"Another cause of failure is, no doubt, to be found in the neglect of Greek composition in many country schools.

"The answering in the Middle Grade was more satisfactory.

"One would think that the 2nd Paper, Senior Grade, was a sufficiently severe test; but from the fine answering I infer that the candidates were prepared for even more difficult unseen passages. I regard the

answering as brilliant. The candidates were excellently well trained, and unusually proficient in their knowledge of the Greek language.

"Greek Composition, however, was a weak point in all grades."

Latin.

"In the answering of the junior grade the most noticeable feature was the almost universal failure in composition. The sentences set for translation into Latin prose could not be said to involve any difficulty beyond the powers of the candidates. They were simple sentences such as are found in every school exercise book, yet the great majority of the candidates betrayed ignorance of the most fundamental rules of grammar.

"The candidates seemed to misapprehend what is meant by word for word translation. Construing, as opposed to consecutive translation, seemed to be an unfamiliar process to many of them. Many, indeed, gave the English of each word without any attempt to frame the words into a sentence, thus affording to the examiner no means of judging whether the candidate knew the meaning of the first sentences, except in so far as the rendering of the rest of the passage might guide one to a conclusion.

"I would recommend schoolmasters to require their younger pupils to construe as well as translate.

"I think even more marks ought to be assigned to composition, so that every candidate may see that he cannot pass without mastering accidence and elementary syntax.

"On the senior grade I have not much to observe. The least satisfactory part of their answering was in prosody. I would recommend the schoolmasters to accustom the boys to read aloud the Latin of their daily task before translating. Very few attempt Latin verse composition, and of these, a very small proportion make such an attempt as to earn any marks. The Latin prose composition of the senior grade was, on the whole, satisfactory.

"A large majority of the students—over 500 out of a total of 605—translated fairly well, and many of them very well indeed—the whole or a considerable part of the passages taken from the prepared book. I do not, however, think, that this work of translation from the prepared book, even when fairly well done, possesses in many cases the merit, or reflects the diligent and intelligent study which at first sight it seems to represent. It was plain to me as examiner that the students generally made very free use of the published translations in the course of their preparation, and several students followed these translations slavishly, giving the English almost word for word, as it is found in them. The number, though considerable, who showed by their translation that they had carefully studied the notes of the approved commentators on Virgil, was not so large as might be expected.

"The answering in the Roman History was very satisfactory."

"The translation into English of the passages from the unprepared books effectively tested the relative merit of the students. Here it was that the feebleness and helplessness of many who have no practical knowledge of the construction of an involved Latin sentence, but who, notwithstanding, had translated the passages from the prepared book

with the fluency of the published translation from which they had learned it, became apparent. A large number made no attempt to translate either of the unprepared passages, and several made an attempt that was worth very little indeed. About 50 per cent. of the students translated the easier sentences or clauses in the prose extract. I was glad to be able to assign the full score for this question (240 marks) to some eight or ten (amongst them was one girl) who translated both passages satisfactorily. In this work of unprepared translation the girls were, as a rule, very indifferent and inferior to the boys."

English.

Junior Grade—(Boys).

"I have great pleasure in stating that the answering of the candidates examined by me was creditable alike to the students and to their teachers. As compared with last year, a decided improvement has been made in fulness of information and in training of mind. So much is this the case, that on the score of fuller answering alone, the examiner's work has been increased by more than a third on that of the previous year. It should, however, be mentioned that some few candidates received then, proportionately, a higher number of marks than has now been given to anyone; but the general answering was not nearly so good, and the number of failures for gross ignorance of orthography and grammar was much larger. The superior character of the examinations this year seems to be traceable, remotely, to the natural development of improved education under the Intermediate system, and proximately, to greater industry and experience in the schools, combined, possibly, with more exact gradation in the questions proposed."

"The elementary grammar questions were satisfactorily answered. The students were well up as to singulars and plurals, degrees of comparison, apostrophe, &c. The spelling, on the whole, was good, the punctuation bad.

"In literature (Scott's Lady of the Lake), the great majority of the candidates were well prepared. The allusions which had to be explained were, as a rule, correctly interpreted. The passages selected for reproduction from memory were admirably given. Paraphrasing was not so well done. The point of the passages was often wholly missed, or, if seen, was not expressed in simple and concise language. Many of the candidates also failed to give satisfactorily the meaning and derivation of a few not very difficult words."

"The answering on the *Lady of the Lake* was very good. A large number of the candidates had evidently committed the whole of Cantos I. and II. to memory, and nearly all exhibited an accurate knowledge of the historical and geographical allusions. The only question on the *Lady of the Lake* which was not well answered was No. 13. This question required the candidate to paraphrase three short extracts from the poem, so as to bring out fully the exact meaning. A very large

number of candidates did not attempt this question at all; while, of those who did attempt it, a large per-centage did not seem to know the meaning of the word '*paraphrase.*' Several evidently thought that 'paraphrase' is synonymous with 'parse.'"

"The answering in the *Spectator* showed that the book had been too much learnt by heart, without any appreciation of its meaning. Verbatim extracts were given in answer to most of the questions, but these had frequently little or no bearing on the question, and in many cases—notably in the extract from Locke in answer to the second question—the point of the whole passage was completely missed. I think it would be better if the list of selected authors was not published until a little later in the year. The candidates would not then possess that minute verbal knowledge they now show, but instead of this an opportunity would be afforded of giving them a somewhat wider acquaintance with English literature generally, which would doubtless improve their style of answering."

"In English composition, a very high standard of excellence was seldom attained, but considering the age of the candidates, some of the essays showed remarkable power of expression, and, on the whole, the quality of the composition may be described as fair. In hardly a single instance, however, had sufficient attention been given to punctuation."

"Of the style of the answering I can, on the whole, speak favourably. Slovenliness was certainly rare. In very few instances was the spelling grossly bad. Handwriting was, as a rule, neat and clear, while one noticed with pleasure that a fair round hand has largely taken the place of the angular girls' hand formerly in vogue."

"The History questions were, on the whole, fairly answered. The dates were generally known, but I regret to say that the two more especially connected with Irish History (1495 and 1782) were seldom answered."

"I confess that I am surprised that the answering in Geography was not better. I know that it is very difficult to make geography interesting to children. But the importance of a knowledge of the subject to the citizens of an empire such as ours makes an effort towards its better teaching imperative. I am certain that, had some of the time spent in committing two cantos of the *Lady of the Lake* to memory been spent in acquiring a knowledge of geographical facts, no candidate would have been less able to appreciate the beauties of Scott, while many would have been better able to take an intelligent interest in the affairs of the world in which they live.

"I am glad that the course in Geography now includes some chapters in Physical Geography. It is difficult to make Political Geography interesting; but it is just as difficult to make Physical Geography uninteresting. The answering in Physical Geography this year was, as far as it came under my notice, at least encouraging. And it will, I have no doubt, improve year by year."

MIDDLE GRADE.

"The answering was, on the whole, better than that of last year."

"The answering of the best candidates amongst the girls seemed hardly as good in quality as that of the best candidates amongst the boys. On the other hand, the *average* answering of the boy candidates was less thorough than the average answering of the girl candidates."

"The general answering of the candidates in English (paper 2, embracing English History, Composition, and the History of English Literature) was fairly good, while the papers of a few, both of boys and girls, showed a high degree of excellence. The answering of the girls (a little contrary to my anticipations) presented a rather better average than that of the boys, though the best of them were not quite as good as the best of the boys."

"The candidates had evidently read their books carefully and remembered them well, in some cases perhaps a little too well, considering the literal fidelity with which some of them reproduced whole sentences from certain text-books in their answers. This practice should be discouraged by the teachers; the more so, as some of those who indulged in it this year were, as shown by their other answers, evidently intelligent, and might have easily freed themselves, by a judicious paraphrase, from the suspicion that they had not properly assimilated or made to come in contact with their intelligence the matter that they had thus got off by rote. As regards all the candidates (but more especially the boys) the answering in History was better than in Literature. In English composition, notwithstanding the large proportion of marks allotted to it, there was no proportionate excellence in the result, though even here a fair fraction of the essays sent in were good; and a few, considering the average age of the candidates, exceedingly good."

SENIOR GRADE.

"I have a very favourable report to give of the answering in Senior Grade. Evidently the candidates have taken very great pains in their preparation for the examination, and do great credit to themselves and their instructors."

French.

BOYS.

"The papers on the whole are very satisfactory. The general results of the examination are more favourable in the translations from French into English, and less favourable in grammar and composition.

"The examiner bears witness to the general neatness and tidiness of the writing and of the answer books. It will be found that there is some connexion between these desirable qualities and a competent knowledge of the subjects of examination, for, those students have obtained the largest number of marks whose papers are distinguished by careful writing, absence of blots, and method in the answering."

GIRLS.

"The French Language is thoroughly well taught in the majority of girls' schools in Ireland to apt and intelligent pupils. One noticeable and pleasing feature in the examination was the very high marks obtained in both grades for unseen translation (the real test of knowledge, in my opinion). In a large number of instances they exceeded greatly those obtained for the prepared books. The composition (the hardest part of the examination), was fairly grasped by the majority of the candidates.

"The writing and general neatness of the answer books were beyond all praise."

German.

"In the Senior Grade the answering of the boys is decidedly superior to that of the corresponding girls' class; nearly every senior boy passed with distinction.

"This seems to show that, notwithstanding their more careful preparation, and notwithstanding their greater success in an early stage of education, the girls are left behind by the boys as soon as the contest is carried into a more advanced stage."

Italian.

"The girls generally have done their work better than the boys. On the whole the result of the examination is satisfactory, and shows an improvement on that of last year."

Celtic.

"It may be stated in a general way, that the candidates were either very good or very bad; there were comparatively few middling. These who prepared at all generally answered well; those who made no preparation of course failed, and failed badly.

"I still hold to the opinion expressed in my Report of last year, that most or all of those who exhibited a want of preparation, came forward merely because they could speak Irish, depending on their colloquial knowledge, and on blind chance, to carry them through a detailed scientific examination. A colloquial knowledge of Irish is an immense help to a candidate; taking off, as I believe, a full half of the labour of preparation. But it cannot be too widely known among young Gaelic students, that though a candidate may be able to speak Irish fluently, he must, nevertheless, make careful detailed preparation in the books prescribed by the Programme; and that, without this preparation, the most perfect colloquial acquaintance with the language will go no way in helping him through the examination."

Music.

"The result of the recent examinations in Music has been, on the whole, fairly satisfactory. The answering of the boys, however, was not by any means equal to that of the girls. A large number of the former betrayed an ignorance of even the Rudiments of Music, whilst the latter, on the other hand, in the various grades, showed much intelligence. The answer books of a very large number of the students proved, most conclusively, that the Theory of Music is being taught in many places in a very superficial manner, and that most of the candidates had no real knowledge of the subject. The laws of Partwriting were, as a rule

entirely disregarded; the attempts at Counterpoint, save in a few cases, were extremely feeble, and a very small number of those in for examination appeared to know anything about chords and their correct resolutions.

"Transposition proved a useful element, and might well be tried again next year."

"The general impression produced on my mind by my experience of the Boys' work (junior grade) is that the subject-matter for examination had been insufficiently prepared. The papers, on the whole, betrayed a very culpable degree of ignorance of even the elements of Music; a very large majority of the candidates scored a miserably small amount of marks; while to a considerable number, I was unable to award any marks whatever. Perhaps it would not be altogether out of place for me to suggest that some means should be adopted, towards dissuading the responsible heads of schools from presenting students for examination in subjects for which the candidates are inadequately prepared.

"The Girls' papers (senior grade) were, on the whole, highly satisfactory. The large majority of the candidates had evidently prepared their work thoroughly; and showed, by their manner of answering, that the subject-matter had been well digested and understood. This result is all the more gratifying, as the paper set for examination was one of a very searching character."

Arithmetic.

Junior Grade—Boys.

"The greater portion of the papers examined by me were, in neatness and method, most satisfactory, and many of them were written in a masterly manner, reflecting great credit on the schools from which the writers came. I was not prepared for so much commendable work, and can only attribute the success to the due importance attached at present to the frequent working of arithmetical questions on paper instead of on slates; and to the preparatory examinations which are found so necessary in Intermediate schools. With neatness I have been accustomed to link accuracy in work, but in these papers such, I regret to say, is not the case. The most praiseworthy papers, as far as appearance, were valueless from the frequency of errors in the simple rules. This could not be, if the students were duly impressed with the necessity for accuracy in arithmetic; and had devoted a part of the time allowed to testing their work. More attention is evidently required to a *ready* and *accurate* knowledge of the addition and multiplication tables; and to the fact that with all students, but especially with those who are two or three years under age, it is better to learn part of the programme thoroughly than to have the useless knowledge of the whole which too many of the papers indicate."

"On the whole whilst the standard of answering is fair, after making due allowance, there is still room for improvement."

Junior Grade—Girls; and Middle Grade—Boys and Girls.

"A great improvement is manifest. Although the standard is higher than it was last year, the passes with honour are more, and the rejected

are fewer, in the junior grade. If this is not as much shown in the middle grade, it is because square and cube root could not secure as many marks as last year.

"The reasoning in the answers is much more intelligent, and contrasts strongly with the working by rule of last year.

"In the junior grade, decimals, simple proportion, simple practice, interest, and compound multiplication were decidedly good. Least common multiple, compound proportion, and vulgar fractions were bad. In fractions, subtraction and brackets were worst done. The decimal point (2·2) was often taken for the sign of multiplication (2.2).

"In the middle grade the reasoning was very good indeed. Proportion, compound multiplication (a hard example) were best. Square and cube root, and the simple rules of fractions were very well done. Addition of circulating decimals was much improved.

"The weakest points were definitions and rules, division of circulating decimals, fractions other than the simple rules, present worth, the finding of the days in discount, and the contracted method of square root.—The last, indeed, was scarcely tried by one-half per cent. of those examined."

Book-keeping.

"I consider a greater number should have succeeded to this extent: many, however, of those presenting themselves for examination know absolutely nothing of what they attempted."

"It is somewhat the custom among business-men to depreciate book-keeping as taught in schools, and perhaps for this reason it does not obtain from teachers the attention it deserves: the answering, however, in the present instance, indifferent as a great portion of it certainly was, is strong evidence in favour of encouraging its study in schools, as a considerable per-centage of both boys and girls among the candidates showed a knowledge of the subject and a neatness in their work which would render them at once eligible to occupy positions in counting-houses."

"I may add, that I observe great want of neatness and tidiness in many of the papers, a slovenliness which it is impossible to account for by nervousness of the candidate or want of time, which must of necessity be due to a defect and a vital one in the system of teaching."

Euclid.

Junior Grade—Boys and Girls.

"As compared with 1879, the papers of this year show a marked improvement. Applying the same standard of pass to both years, I find that the percentage of failures, which in 1879 stood at 45, is roduced in the present year to 29."

"It is, however, in the working of exercises, which I regard as the best test of a boy's knowledge of geometry, that there is still most room for improvement. Only ten boys have got credit for half of the marks assigned to the exercises—which were far from difficult; and less than 6 per cent. have succeeded in obtaining any marks at all. Many, indeed, plead insufficient time in excuse. And, no doubt, an additional half hour would have increased considerably the total marks of some. But, as a rule, greater conciseness in the demonstrations and the avoidance of much useless repetition would have sufficed for the same purpose."

"A fair proportion of the candidatee made excellent answering."

"The chief fault most usually exhibited by those possessing real knowledge was prolixity. This fault is greatly encouraged by most editions of Euclid, especially by one very popular in England. If teachers were to give their pupils the habit of writing out proofs of geometrical propositions in the most concise manner possible, a great improvement in their style of answering might in many cases be effected.

"The style of some of those whom I examined was exceedingly good. Unencumbered by repetition or superfluous language, their proofs contained everything which was requisite to render them complete."

"I have to report that the answering was on the whole satisfactory. Although many of the candidates, especially among the girls, displayed a total incapacity for the subject, the great majority showed an intelligent study of it, and appeared to have been carefully taught. In many instances, among the girls as well as the boys, the answering was of a very high order.

"I would suggest to teachers that their pupils should be taught to pay more attention to punctuation in writing out their answers."

MIDDLE GRADE—Boys and Girls.

"Having examined the candidates in the Middle Grade in the subject of Euclid, I have much pleasure in reporting that on the whole I was much pleased with the work sent up by most of the candidates. For the most part the answers to the book-work questions were good, though there was room for a good deal of improvement in the form in which the answers were written, as in very many cases the different steps in the proofs were not clearly separated, and placed in different lines. Several of the boys seemed to write their answers almost entirely from memory with but little assistance from reasoning, but this fault was much more prominent among the girls, some of whom sent in large quantities of the most utter nonsense. Some of the candidates seemed to think it necessary to give references to the numbers of the propositions quoted at the different steps of the proofs. Of course learning these is only a burden on the memory and has a tendency to cause the proofs themselves to be learnt off by heart."

"The answers to the *riders* were on the whole few, especially among the girls. Only one boy succeeded in doing the rider to the fifth question. This is to be regretted as it seems to me that a knowledge of Euclid which is not accompanied by ability to solve simple riders, such as those in the paper, is quite valueless."

Algebra.

JUNIOR GRADE—BOYS.

"I cannot, on the whole, report the answering to be good, as *one-half* of the paper *at least* was very easy, and all of it quite within reach of the better educated class of boys."

"The number of failures is due chiefly to the fact that a very large proportion of the candidates were so inadequately prepared that they

could not have had the faintest chance of passing fairly, under the most favourable circumstances; several, indeed, were absolutely ignorant of the subject.

"The answering of the candidates who passed was satisfactory, and in not a few cases, of a high order of merit, two candidates obtaining full marks. In many cases candidates lost valuable marks by mistakes due to carelessness, which might easily have been avoided."

JUNIOR GRADE—GIRLS; and MIDDLE GRADE—BOYS and GIRLS.

"The per-centages of failures in the several sections were more than I had anticipated, and at first disappointed me much; but I subsequently found, on inspection of your report for 1881, that in the first two sections they were less, and in the third considerably less than in the previous year. This is satisfactory, as showing that a decided improvement has taken place during the past year in the subject, as regards all the candidates in general, and the Junior Grade Girls in particular—an improvement which I have little doubt will become even more marked in future years, under the preparation and competition even already produced by your examinations.

"The per-centages of Passes in Honors, in the several sections, especially in the first and third, were also more than I had anticipated, and speak well, I consider, for the general training of the candidates in the subject throughout the year. In a few cases, both of the Middle Grade Boys and of the Junior Grade Girls, the answering was of a high order, and would have done credit to university students. Full marks were obtained by the best candidates in both sections."

Mathematics.

SENIOR GRADE.

"The result of the Examinations which I have just concluded evidence, in my opinion, a very decided progress within the last few years in the mathematical teaching in the Intermediate Schools of Ireland. A very fair proportion of the candidates show that they have acquired a very sound knowledge of Elementary Geometry and Algebra, and a certain number of Trigonometry also. The Mechanics, as was to be expected, was not so satisfactory (with several exceptions, however): in this subject it was easy to notice many cases of what is called "cramming"—viz., endeavouring to reproduce, from memory, definitions and processes without any but the vaguest idea of their meaning—an attempt which, however, generally betrays itself to the Examiner.

"A considerable fraction of the total still present themselves without the slightest pretension to obtain a pass, more especially in Trigonometry and Mechanics. It would, of course, be desirable to discourage this, if possible.

"The girls' papers showed very great industry on the part of a large number; but many in Algebra and Arithmetic presented themselves only knowing the latter subject— or with a very elementary knowledge of Algebra—seeming to imagine they might possibly qualify in the Senior Grade by such an amount of preparation. The Arithmetic is only two-sevenths of the whole paper; besides which, they must expect in this Grade more difficult questions on Arithmetic, requiring some reasoning. Girls having merely a good acquaintance with the usual mercantile rules, fractions, &c., would do better to content themselves with passing in the Junior and Middle Grades."

Natural Philosophy.

Junior Grade.

"I am glad to report that a very decided improvement is manifested.

"The principal deficiencies which I have noticed on the present occasion have arisen from the fact that candidates have been prepared solely by reading books without in the great majority of cases having had any opportunity of becoming practically acquainted with even the most elementary experiments. I would suggest that teachers should, whenever possible, show to their pupils the experiments which are described in the books they are reading. I would also encourage the pupils to practice simple freehand sketches of the various contrivances about which they are studying."

"The answers to descriptive questions by some of the candidates indicated a want of the power of expressing their ideas in language. But in that respect I have noticed a continuous improvement in Irish students and pupils during the few years that I have come in contact with them as an examiner, which is derived, no doubt, from the prominence given to English composition by the Intermediate regulations, and the requirements of the examinations generally.

"With regard to the separate questions, there seemed to be a rather general vagueness as to the effect of gravity on falling bodies, the theory of work, and, in some cases, the principle of the barometer. These are points which require considerable explanation and illustration from the teacher."

"The average answering of the section of Natural Philosophy I have examined is, as may be seen from the marking return, fairly good. I am surprised, however, to find a general ignorance displayed of certain of the questions, and am of opinion from an examination of the papers that the subject is at present insufficiently taught, many of the answers having left on my mind an impression that the subject had been made up hastily under a 'cramming' system."

Middle and Senior Grades.

"These results may, I think, be considered fairly satisfactory; they show that considerable progress in the study of Natural Philosophy has been made in the Intermediate schools of Ireland, and that in many the teaching has been sound and efficient. Many of the answer-books especially those of the Middle grade boys were really excellent; their answers were given in clear and simple language, brief, accurate, and to the point; on the other hand, many of the candidates in both grades had evidently never seen experiments performed, and had simply committed portions of the text-books to memory; these had no chance of success. The answering of some of the girls especially in the Senior Grade was very satisfactory. I fear, however, that in some schools the system of learning Natural Philosophy 'by heart' still prevails. The girls did not appear to be in general so well prepared as the boys, although many gave evidence of careful and conscientious teaching."

Chemistry.

"The answering showed a marked improvement over that of last year, especially in the Junior Grade. I should hope that the full effect of the clearly-defined and orderly syllabus in Chemistry will be evident in the Senior and Middle Grades next year."

Botany and Animal Physiology.

"There is an increase in the number of candidates in each grade and subject, showing that these very important subjects are being studied by a growing number of the school-girls of Ireland.

"The character of the answering also shows a noticeable improvement on last year."

Drawing.

"It gives me much pleasure in being able to testify to the generally commendable character of the drawings submitted for examination. The great majority show an intelligent grasp of the subject, neatness of workmanship, and painstaking conscientious training."

"The Perspective on the whole was not so satisfactory as the Geometrical drawing; some candidates failed in setting out the preliminary diagram, others attempted the questions without any knowledge of the subject."

Object Drawing.

Senior Grade.

"In those Drawings (Girls especially) is to be noticed the too early use of the stump and stumping-chalk in shading. Useful as they undoubtedly are in the hands of the artist or very advanced student, they are likely to mislead many others into mistaking blackness for effect and substituting showiness for thorough study."

Dublin: Printed by Alex. Thom & Co., 87, 88, & 89, Abbey-street
The Queen's Printing Office.
For Her Majesty's Stationery Office.